DOCUMENT RESUME

ED 469 706 CE 083 915

AUTHOR	Tavares, Barbara, Ed.
TITLE	Tools for Teaming: Resources for Linking Vocational Programs with Special Populations.
INSTITUTION	Hawaii Univ., Honolulu. Office of the State Director for Career and Technical Education.
PUB DATE	2002-00-00
NOTE	220p.; Funded through the Carl D. Perkins Vocational and Technical Education Act of 1998. The Board of Regents of the University of Hawaii is designated as the State Board for Career and Technical Education. Contributors were Lori Adolewski, Elizabeth Arakawa, Mary Joan Haverly, Charlene Hosokawa and Barbara Taveres.
AVAILABLE FROM	For full text: http://www.hawaii.edu/cte/Templates/index_tools2.html. Available in print or CD version by phoning the Office of the State Director for Career and Technical Education (808-956-6194).
PUB TYPE	Guides - Non-Classroom (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	EDRS Price MF01/PC09 Plus Postage.
DESCRIPTORS	Academic Persistence; Access to Education; Adult Education; Career Choice; Career Exploration; Community Resources; Compliance (Legal); *Disabilities; Displaced Homemakers; *Economically Disadvantaged; Educational Finance; *Educational Resources; Emotional Intelligence; *English (Second Language); Equal Education; Federal Legislation; Females; Learning Activities; Multiple Intelligences; Nondiscriminatory Education; Nontraditional Occupations; One Parent Family; Postsecondary Education; Secondary Education; *Special Needs Students; Staff Development; Student Recruitment; *Vocational Education; World Wide Web
IDENTIFIERS	*Hawaii

ABSTRACT

This publication provides resources for linking vocational programs with five special populations. Sections 1-5 each focus on one special population and contain some or all of these resources: activities; recruitment; teacher tips; laws; staff development; funding streams; parent advice; instructional modifications; websites; community resources; student survival sheets; and publications. They also contain supplemental resources. Section 1, on nontraditional training and employment, has these resources: retention; nontraditional occupations; and nontraditional funds. Section 2, on the economically disadvantaged, includes misconceptions; risk/protective factors; victory in education; and videos. Section 3, on persons with disabilities, includes curriculum modifications. Section 4, on English for second language (ESL) learners, includes ESL assessment; videos; and court decisions. Section 5, on single parents and displaced homemakers, lists videos. Sections 6-8 deal with facilitating learner success (definitions related to equity; curricular bias; educator actions that affect student success; do's and don'ts of inclusive language; emotional intelligence; multiple intelligences); harassment (online resources; staff development and publications; awareness activities); and relevant laws and related information (overview of federal legislation; key nondiscrimination laws; equity provisions in Perkins III; complying with Title IX; and laws online).

Reproductions supplied by EDRS are the best that can be made
from the original document.

Acronyms/abbreviations and index are provided. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 706

Office of the State Director for Career and Technical Education

---

Tools for Teaming

resources for linking vocational programs with special populations

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Nontraditional
Economically Disadvantaged
ESLL
Persons with Disabilities
Single Parents/Displaced Homemakers

- Activities
- Recruitment
- Teacher Tips
- Laws
- Staff Development
- Funding Streams
- Parent Advice
- Instructional Modifications
- Websites
- Community Resources
- Student Survival Sheets
- Publications

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B. White

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CE083915

BEST COPY AVAILABLE

State Board for Career and Technical Education

The University of Hawai'i Board of Regents is designated as the State Board for Career and Technical Education.

Members

Billy Bergin
Everett R. Dowling
Allan K. Ikawa
Charles K. Kawakami
Sat Khalsa
Donald C. W. Kim
Walter Nunokawa
Nainoa Thompson
Sharon Weiner
Lily K. Yao
Bert A. Kobayashi
Ah Quon McElrath

Kenneth P. Mortimer, President of the University of Hawai'i and Administrative Officer of the State Board for Career and Technical Education

The University of Hawai'i is an Equal Opportunity/Affirmative Action Institution.

This publication is available in alternate format.

The development of this publication was funded by the
Office of the State Director for Career and Technical Education
State Board for Career and Technical Education,
University of Hawai'i, through the Carl D. Perkins
Vocational and Technical Education Act of 1998.

Office of the State Director for Career and Technical Education
University of Hawai'i Lower Campus Road Lunalilo Freeway
Portable 1 Honolulu, HI 96822
(808) 956-7461

http://www.hawaii.edu/vocational/voc.html

Editor: Barbara Tavares

Contributors: Lori Adolewski, Elizabeth Arakawa, Mary Joan Haverly, Charlene Hosokawa, Barbara Tavares

Computer and Clerical Support: Janice Aoki

Cover and Layout: Wayne Shishido, Curriculum Research & Development Corporation

Photos: Marilyn Walsh and the Office of the Chancellor for Community Colleges Archives; Sarah Hodell and Employment Training Center; Cathy Wehrman, Winifred Au, and Michele Fujita and Kapi'olani Community College

Mahalo

Spencer Adams, Dr. Jim Augustin, Chelsea Chong, Darlene Dockman, Thomas Doi, Hae Sook Hahn, Dr. Joyce Harris, Dee Helber, Tracey Hirano, Sarah Hodell, Douglas Holt, Nancy Jamgochian, Esther Jorkan, Beverly Kaneshige, Jeff Kim, Joseph Laturnau, Phyllis Lerner, Isobel Mahimer, Sharon Manner, Gracie Matsuo, Frank Nogi, Annette Ostrem, Mary Rose Puesta, Dr. Alan Ramos, Teresita Ramos, Dr. Jane Sanborn , Rose Schilt, Shirley Silver, Dr. Elaine Takenaka, Allen Tateishi, Jan Tateishi, Ada Toyama, Linda Tsark, Cathy Wehrman, Dr. Marlyn Willardson, Colleen Yamashiroya, and Dr. Larry Zane

And

Employment Training Center, Kapi'olani Community College, Interweave, Massachusetts Department of Education, Hawai'i State Department of Labor and Industrial Relations, Hawai'i Department of Education, Healthy Mothers, Healthy Babies, National Alliance for Partnerships in Equity, National Center for Research in Vocational Education, and The Parentline

Table of Contents

Nontraditional Training and Employment

Page
Recruitment and the Nontraditional Student 2
Retention Checklist 9
Equitable Communication Checklist 11
Crosswalk of 1998 Nontraditional Occupations With Classification of Instructional Programs 12
Tips for Teachers, Students and Parents to Support Expanded Occupational Options 16
Activities that Foster Equity and Understanding 20
Myth Busters 27
Community Resources for Supporting Nontraditional Employment 31
Publications for Nontraditional Recruitment and Career Information 32
Staff Development 34
Websites to Succeed with Nontraditional Students 35
Funding Streams 37
What Laws Protect Against Sex Discrimination in Vocational or Job Training Programs? 38

Economically Disadvantaged

Misconceptions About Disadvantaged Students 42
Tips for Teachers 44
Activities 46
Risk Factors and the Development of Protection Skills 49
Victory in Education: Defeating the Failure Hypothesis 50
Community Resources 52
Publication and Video Resources 59
Professional Development 63
Websites for Serving the Economically Disadvantaged 64
Funding Streams 66

Persons with Disabilities

Tips for Teachers, Students, and Parents 70
Curriculum Accommodation and Activities For Students with Disabilities 75
Activities 77
Community Resources Supporting Persons with Disabilities 88
Publications 96
Websites Related to Serving Students with Disabilities 99
Staff Development Resources 102
Funding Streams 103
Laws Related to Persons with Disabilities 105

English as a Second Language Learner (ESLL)

Tips for Teachers, Students, and Parents 112
Activities 115
ESL Community Resources 120
ESLL Assessment 122

Publication and Video Resources 125
Websites and Serving the ESL Student 127
Training Programs for Teachers 129
Funding Streams 130
Basis for the ESLL Program 132

Single Parents and Displaced Homemakers

Tips for Teachers and Counselors 136
Tips for Teen Parents – Getting to Graduation 137
Tips for Parents Attending College 138
Tips for Parents of Teen Parents 139
Classroom Activities 140
Community Resources for Single Parents and Displaced Homemakers 147
Publications and Videos for Single Parents and Displaced Homemakers 157
Resource People 161
Web Sites for Working with Single Parents, Teen Parents, and Displaced Homemakers 162
Funding Streams 166
Laws Related to Serving Teen Parents, Single Parents and Displaced Homemakers 168

Facilitating Learner Success

Definitions Related to Equity 172
Prevalent Bias in Vocational Education and Career Guidance 174
Pro-Active Teacher Behaviors that Improve Student Achievement 176
Do's and Don'ts of Inclusive Language 176
Emotional Intelligence: Keeping Your Job 184
Multiple Intelligences and Career Development 186

Harassment

Online Resources 190
Staff Development and Publications 190
Activities 192

Relevant Laws and Related Information

Federal Laws and Regulations Concerning Discrimination 196
Key Federal Nondiscrimination Laws as They Impact Equity in Education 197
Understanding the Equity Provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III) 204
Complying with Title IX 211
Laws Online 213

Acronyms/Abbreviations 215

Index 219

Nontraditional Training and Employment

Fields of work for which one gender comprises less than 25 percent of the total number employed. Nontraditional training is one in which one gender comprises less than 25% of the enrollment.

- ✔ Recruitment and Retention
- ✔ Nontraditional Occupations
- ✔ Tips
- ✔ Activities
- ✔ Community Resources
- ✔ Publications
- ✔ Staff Development
- ✔ Websites
- ✔ Nontraditional Funds
- ✔ Relevant Laws

A Note on Gender Balance

A nontraditional occupation is one which employs less that 25% of one gender. For generations women in the workforce have been concentrated in very few occupations. They include clerical support, retail sales, child care, nursing, and food services. On the other hand, men in the workforce have dominated the diverse fields of construction, engineering, technology, law, medicine, agriculture, transportation, commission sales, and many more. Although educational efforts to expand occupational options can and should be done for students of both genders, there is far more work to be done with women and girls.

In the following section on nontraditional occupations, the reader will find much more material directed towards female students aimed at expanding recruitment, retention, and placement in the many occupations that remain nontraditional for their gender.

BEST COPY AVAILABLE

Recruitment and the Nontraditional Student

Who's responsible for getting students interested in your school, your department, or your classes? Most literature on the subject advises involvement on the part of administrators, counselors, faculty, students, and graduates if recruitment is to be successful in getting the best students with the greatest aptitude and interest.

> ***"If you keep on doing what you've been doing, you'll keep getting what you've got"***

Recruitment Do's and Don'ts

1. It is extremely important that each sex feels spoken to directly. Subtle implications that all are welcome will not succeed in recruiting persons into nontraditional areas.
2. Bulletin board displays should not be placed where they will only be seen by persons already interested in the program. Seek out locations where the under represented gender is likely to be.
3. Do not recruit from sex segregated classes; use general assemblies, English classes, etc.
4. People respond favorably to role models who are like themselves. Ethnic and gender diversity will attract the attention of a wider group of potential recruits. Role models from the same community or campus are likely to be more influential.
5. Women are influenced by male teachers in nontraditional programs if that teacher gives them support and encouragement.
6. Neither men nor women wish to be recruited as token members of any occupation or to meet quotas.
7. Students report they do not want to find new obstacles to overcome when they are halfway through a program. If low pay is a genuine problem in the field, be open and candid about this when recruiting.
8. Be sure all materials used indicate by picture and the written word that both males and females can study and work successfully in that program area.
9. Discourage labeling students in formerly sex segregated programs as "the boys" or "the girls." Terms such as "male nurse" and "female mechanic" are expressions that make this mistake.
10. Provide male contact persons for male prospective students and female contact persons for female prospective students.
11. Degenderize titles within a vocational area; journeyman becomes journeyworker, and flight attendant should be used instead of stewardess.
12. Include recruitment brochures that picture ethnic minorities.
13. Target materials to the under represented gender. "My Daddy's a Nurse, He Helps People" is a poster caption that is an excellent example of targeting a specific group.

No one tactic is universally effective for all students. At the post secondary level recruitment is even more challenging because the range of students runs from "just out of high school" to "retired and ready to try something new."

Recruiting Adult Students

1. A key issue to constantly keep in mind with adult populations is their time schedule for availability; they tend to have very complex schedules and need every consideration because of multiple responsibilities which have fixed time requirements.
2. Adult attitudes may be more fixed concerning vocations. Recruiters, whether they be counselors, teachers or administrators, must be prepared to deal with those attitudes and not become defensive.
3. Keep in mind the life-cycle concept. A person of 50 is different than a 30 year old, not only in life-style, but in experiences they have had.
4. Adults that have not been in the work force or in school recently will need reassurance that they can accomplish vocational education training goals.
5. Single parent adults need additional information services, such as availability of child care or alternative class meeting times. At a minimum, be prepared to offer referral advice about who on your campus has such information. Better yet is to know some of the resources yourself.
6. Complete honesty and a soft sell approach works best with most adults.
7. Any information requests should be followed up on immediately.
8. The best environments for initial contact are those in which they are familiar or comfortable, i.e. community center, church hall, or shopping center.
9. Learn and use student names immediately.
10. Have available resources for working with special needs students such as interpreters for the deaf and wheel chair accessible recruitment area.
11. Go where culturally different groups are likely to gather.
12. Consult with persons from particular target groups for advice and suggestions that help to avoid embarrassment and offense through ignorance.

Common Reasons for Dropping Out of Nontraditional Training

1. Lack of support for completing training by classroom or field teachers-those who do not think women (or men) belong in this field of study and either ignore or actively harass the female student.
2. Sexual harassment is constant and intrusive enough that the women feel they have no recourse but to leave the training or job; men have also reported "hostile environment" in nontraditional placements.
3. Being a token – the only woman or man hired in the occupational area—or job site can be very stressful. Others often make the NT student/worker feel unwelcome. She is unwelcome and efforts to force her to leave are intensified.
4. Difficulty scheduling work in a last minute way or fulfilling requests to work longer – hard to balance with family responsibilities, especially if women are single parents.
5. Lack of promotional opportunities – this is particularly likely to happen in work sites where the men or women are the token workers.
6. Work site – may not be prepared to receive them and may need to make changes for such things as bathroom accommodations.

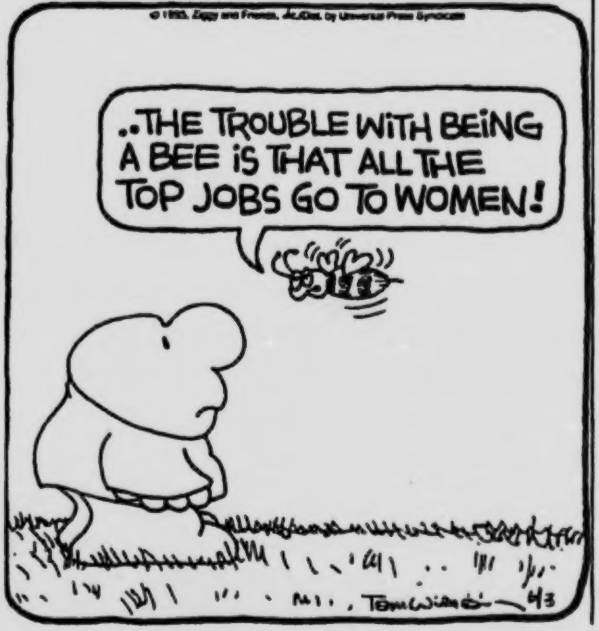
> ***"It certainly cuts down on a girl's ability to be a carpenter if no one ever lets her hold a hammer."***
>
> –June Shapiro

Strategies to Deal with Retention Problems:

1. Prepare training schools to become knowledgeable about the appropriateness of women in job areas – a belief that women, as well as men, are suitable candidates for training in this occupation. Support for both genders in the classroom and in the field is essential in the early stages of new learning.
2. Both the training institution and the job site must develop strong affirmative action policies that include a right to be free from sexual and gender harassment. To be effective, a policy needs to include an acknowledgment of the problem, a way to handle complaints and clear procedures for investigating and resolving complaints. Training needs to be regularly offered employees to allow for their upgrading.
3. Prepare the work site and the employees to welcome diversity. A buddy system can be inaugurated to help prevent the new employee from being isolated. Of course, the best choice would be another person of the same gender on that work site, but in the case of the first NT employee or student, a supportive co-worker can help. The buddy gives tips for working more easily and effectively in that work setting, how to deal with hazing that may be common in the occupational field and is a source of general work information.

> ***". . . saying that a person cannot be kept out doesn't ensure that person can get in, and more important, stay in."***
>
> The Managerial Woman (1976)

Ziggy


© 1993, Ziggy and Friends, Inc./Dist. by Universal Press Syndicate
..THE TROUBLE WITH BEING A BEE IS THAT ALL THE TOP JOBS GO TO WOMEN!

ZIGGY © ZIGGY AND FRIENDS, INC. Reprinted with permission of UNIVERSALPRESS SYNDICATE. All rights reserved.

4. An employer-developed work performance review process should be scheduled in a regular way to give feedback to women and men in nontraditional areas. This should be in place for all employees – female and male. This review process is particularly necessary for people new to nontraditional work so they know clearly what is working well and where they need improvement. Mentors, female or male, can help pass on some of the inside information that is transmitted through the informal networks available to others on the job site. Also training opportunities for advancement need to include women and men.
5. Employers should prepare their workers in a positive way to receive the new NT employee (the same is true for classroom teachers). The work site accommodation should not include something the traditional employees have not had access to, for example, use of the "inside toilet" when all male workers use the "outside" ones. The goal is to have a cooperative, not adversarial, work force.

Recruitment and Community Awareness

Information Booth

Signs such as "Are you thinking of changing jobs?" and "Are you tired of earning five dollars an hour?" are effective at any community or campus event. Vocational teachers, students, and advisory council members are good persons for staffing the booth or table. Pictures, brochures, balloons, buttons, and demonstrations are all attention-getters. Be sure and have both genders and ethnically diverse people to provide information.

Mobile Display Unit

Don't let the title scare you; this could be a pickup truck or van. It's ideal if you want to visit a series of feeder schools, youth meetings, or other spread-out pockets of potential students. Decorate and equip in much the same way as a booth or information table.

Newsletters

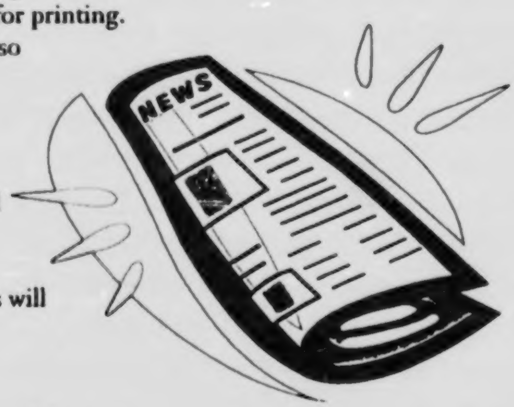
Send monthly, quarterly, or to coincide with registration or a career fair type event. Technical assistance may come from a journalism or writing class. Present overall information about vocational education, the job market, specialized programs such as nursing or golf course maintenance at various school sites. Send to groups that mirror the target population you are trying to reach such as the Y, service organizations, ethnic clubs, or civic groups.

Use other group newsletters. Many community groups and ethnic organizations have periodic newsletters, and recruitment articles, registration dates, or other information about your program can be submitted for printing. Be aware that deadlines for these publications are often very early, so check ahead of time.

Newspapers

Both major newspapers and free neighborhood papers are good publications for human interest stories such as nontraditional occupations and the workers who succeed in them Want ads are a good way of reaching the under represented worker.

Event and calendar listings about orientation dates and times will spread additional information.



Transmittal Letter from Successful Graduates

Contact graduates and assist them in preparing a letter that touches on present tasks, responsibilities, opportunities, and courses that helped them the most. Place letter and current picture on centrally located bulletin board. Especially helpful will be letters from students who have overcome ethnic, gender, or handicap stereotypes.

Vocational Display/Bulletin Board

Identify a location in the cafeteria, school office, or other general use area and show all target populations in nontraditional work situations by means of drawings, cartoons, photographs or captions. Remember, location is a critical factor. If consumer and family science bulletin board is placed inside the food services lab or just outside the door, it is not likely to be seen by the uncommitted students.

Balloons With a Message

Any time there is an athletic event, campus rally, parent or community meeting, generate vocational awareness by distributing balloons with a targeted message. This is a good project for a vocational student organization

Campus Tours/Open House

Send invitations to general education teachers or feeder school counselors and invite classes to tour vocational departments. Have plenty of student guides so that classes can be divided into small groups for more personal attention. Especially important is having nontraditional students as guides and escorts for the event. A similar type activity for parents timed before registration is also effective.

Media Announcements of Successful Vocational Graduates

Use successful nontraditional graduates. Have them describe the peer and/or family pressures as well as attitude adjustments they faced in completing the program. This works well for adult graduates with "before" and "after" stories showing the difference a marketable skill is making for them and their family. Occasions such as scholarship awards or achievement presentations are especially good timing for press releases to local newspapers, television and radio stations.

Television and Radio

Public Service Announcements offer brief statements or basic information about your program and orientation sessions.

Talk shows on either radio or television programs are good publicity forums. Often a successful nontraditional graduate makes a good guest for a talk show host.

Short Course for Career Exploration

At the training site, or an accessible community location, provide occupational information in terms of tasks, and more general background such as workplace environment, variety and availability of positions, etc. For example, recruitment into the child care field should include the range of employment, pay, fringe benefits such as free or reduced fees for personal child care, etc.

Retention Checklist

Assess Readiness for Successful Nontraditional Programs

✓ **For Teachers and Counselors**	**Yes**	**No**
1. Have faculty and staff received training in the kinds of **pro active encouragement** known to be effective in retaining students, such as recognition of skills demonstrated, reducing isolation of nontraditional students right away by having male and female students work together, finding and making mentors regularly available?	___	___
2. Is **information** regularly shared with all students on job placement and wages available in the nontraditional trades and technical occupations?	___	___
3. Are occupational specific math skills, tool identification and use, and physical conditioning offered in **prevocational training** to female and other under-represented students?	___	___
4. Does your agency have a **sexual harassment policy?**	___	___
5. Are faculty, and both male and female students, trained in sexual harassment **prevention and intervention**?	___	___
6. Are internships available that allow students to develop skills in a safe, **supportive environment**?	___	___
7. Do instructors visit the workplace to prepare employers for female **interns?**	___	___
8. Are students aware that **demonstrating high skills** is the best antidote to workplace/classroom harassment or isolation?	___	___
9. Are on site **support groups** available to nontraditional students?	___	___
10. Do you offer **workshops for parents** emphasizing career futures in technical and nontraditional fields and the higher wages such jobs can offer?	___	___

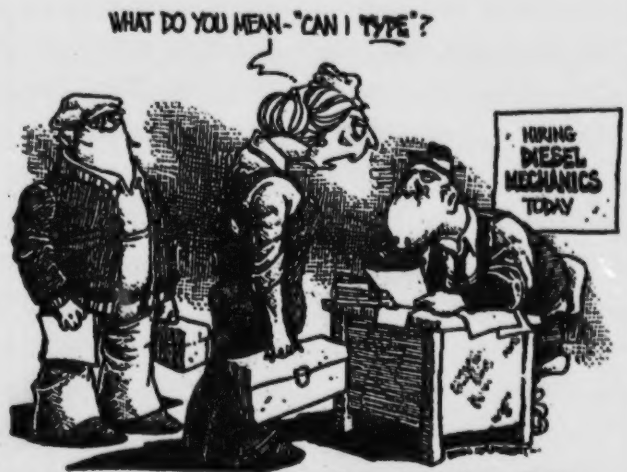
Retention Checklist

Assess Readiness for Successful Nontraditional Programs

✓ **For Administrators** **Yes** **No**

1. Do you provide comprehensive **professional development** in effectively recruiting, retaining, and placing students preparing for nontraditional employment? ___ ___
2. Do you **disaggregate data by gender** to analyze enrollment, retention, and placement patterns? ___ ___
3. Have you developed **specific goals** for increasing enrollment, retention, and placement in nontraditional occupational training areas? (for example, a 20% or 50% increase) ___ ___
4. Have you appointed a staff committee to **promote** the recruitment, retention, and placement of women in nontraditional training and employment? ___ ___
5. Have you let all staff know that all the above **interventions work** in promoting high wage trades and technical careers for female and other special populations? ___ ___

"Yes" answers indicate areas where your agency already has a head start. "No's" indicate how you can intervene to increase nontraditional student success.



Project Laser, Austin, Texas

Equitable Communication Checklist

Print and visual communication profoundly influences our behavior and attitudes. These questions can apply to both print and audio visual material, both in terms of the language and the visuals used. If the answer "no" is checked in any category, the material is biased.

✓ **Indicators of Fairness to Both Sexes**	**Yes**	**No**	**NA**
1. Occupations are shown as appropriate for both sexes	___	___	___
2. Gender - neutral titles are used.	___	___	___
3. Both genders are depicted in nontraditional occupations.	___	___	___
7. The same number of active and passive roles are used for both genders.	___	___	___
8. A mix of races and ethnic groups are represented.	___	___	___
9. Illustrations of both genders are equal in number.	___	___	___
10. Both genders are pictured performing nontraditional home or workplace tasks.	___	___	___
11. Language is gender neutral.	___	___	___
12. Minority and non-minority males and females are pictured equally in varied levels of occupational status and responsibility.	___	___	___
13. Illustrations of people include a variety of body types and disabilities.	___	___	___
14. Reference is made to physical appearance only when relevant to the occupation.	___	___	___
15. After reviewing this material, I feel that both genders of various ethnic and racial backgrounds, with disabilities and without disabilities, are involved in a variety of responsibilities. Opportunities are not limited on the basis of gender, race, sexual orientation, or disability.	___	___	___

Recommended: Yes ____ No ____

Comments:____

____

____

______________________________ Reviewer

______________________________ Coordinator

Crosswalk of 1998 Nontraditional Occupations With Classification of Instructional Programs

Reprinted from Hawai'i State Department of Labor and Industrial Relations

Male Dominated Occupation

- **Managerial and professional specialty (49.0%)**
  - Management-related occupations (57.1%)
    - Construction Inspector (6.6%)
  - Engineers, architects, and surveyors (11.5%)
    - Engineers (11.1%)
      - Aerospace engineers (8.4%)
      - Chemical engineers (16.5%)
      - Civil engineers (12.1%)
      - Electrical & Electronic engineers (9.0%)
      - Industrial engineers (18.3%)
      - Mechanical engineers (7.0%)
      - Engineers (other)
      - Architects (17.5%)
      - Surveyors
    - Natural scientists (30.9%)
      - Geologists and geodesists (11.6%)
    - Social, recreation and religious workers (55.1%)
      - Clergy (12.0%)
    - Writers, artists, entertainers, and athletes (51.5%)
      - Announcers (17.1%)
      - Athletes (23.7%)
    - Engineering & related technologies & technicians (20.8%)
      - Drafting occupations (19.3%)
      - Electrical and electronic technicians (16.9%)
      - Surveying and mapping technicians (12.8%)
    - Science technicians (43.3%)
      - Chemical technicians (21.2%)
    - Technicians, except health, engineering, and science (42.8%)
      - Airplane pilots and navigators (3.4%)
- **Sales Occupations (50.3%)**
  - Sales workers, retail and personal services (65.4%)
    - Sales workers, motor vehicles and boats (11.1%)
    - Sales workers, hardware (24.1%)
    - Sales workers, parts (10.6%)
- **Administrative support occupations, including clerical (78.6%)**
  - Mail and message distributing (38.0%)
    - Messengers (23.1%)

- **Service Occupations (59.5%)**
  - Protective service (17.8%)
    - Supervisors (9.3%)
    - Firefighting and fire prevention (2.5%)
    - Police and detectives (16.3%)
    - Guards (26.0%)
      - Guards & police, exc. Pub. Service (19.0%)
- **Service Occupations, except private household and protective service (64.4%)**
  - Cleaning and building service occupations (44.5%)
    - Pest control occupations (4.1%)
  - Personal Service Occupations (81.5%)
    - Barbers (18.5%)
- **Precision production, craft, and repair (8.3%)**
  - Mechanics and repairers (4.0%)
  - Construction Trades (2.0%)
  - Extractive Occupations (1.4%)
  - Precision Production (23.0%)
    - Precision metalworking (6.6%)
    - Precision woodworking (9.9%)
    - Precision textile, apparel and furnishings machine workers (46.7%)
      - Upholsterers (21.8%)
    - Precision workers, assorted materials (55.7%)
      - Dental laboratory and medical
      - Appliance technicians (23.0%)
    - Precision inspectors, testers and related workers (23.1%)
    - Plant and System Operators (2.6%)
- **Operators, fabricators and laborers (24.6%)**
  - Machine operators and tenders, except precision (37.5%)
    - Metalworking and plastic working machine operators (17.4%)
      - Lathe and turning (17.0%)
      - Grinding, abrading, buffing (10.1%)
    - Metal and plastic machine operators (21.5%)
    - Printing Machine Operators (26.8%)
      - Printing press operators (19.4%)
    - Machine operators, assorted materials (32.2%)
      - Mixing and blending (9.5%)
      - Separating, filter & clarifying (10.4%)
      - Painting & paint spraying (13.6%)
      - Furnace, kiln & oven (3.5%)
      - Slicing and cutting (24.4%)
    - Fabricators, assemblers, and hand working occupations (33.1%)
      - Welders and cutters (5.1%)
    - Production inspectors, testers, samplers, and weighs (48.0%)
      - Production testers (22.0%)

- **Transportation and materials moving occupations (10.2%)**
  - Motor vehicle operators (11.5%)
  - Transportation occupations, except motor vehicles (4.1%)
  - Material moving equipment operators (6.2%)
- **Handlers, equipment cleaners, helpers, and laborers (20.3%)**
  - Helpers, construction & extractive occupations (3.5%)
  - Construction laborers (4.5%)
  - Production helpers (25.0%)
  - Freight, stock and material handlers (23.7%)
  - Garage and service station related occupations (4.1%)
  - Vehicle washers and equipment cleaners (9.8%)
  - Laborers, except construction (21.8%)
- **Farming, forestry, and fishing (19.1%)**
  - Farm operators and managers (23.1%)
  - Other agricultural and related occupations (17.7%)
    - Farm occupations, except managerial (17.9%)
    - Related agricultural occupations (17.6%)
      - Supervisors (9.6%)
      - Groundskeepers and gardeners, exc. Farm (7.2%)
  - Forestry and logging occupations (6.7%)
  - Fishers, hunters and trappers (4.6%)

Female Dominated Occupations

- **Managerial and Professional specialty (49.0%)**
  - Managers, medicine and health (79.2%)
  - Health assessment & treating occupations (85.2%)
    - Registered nurses (92.5%)
    - Dietitians (86.0%)
    - Therapists (75.4%)
      - Occupational Therapists (83.0%)
  - Teachers (75.3%)
    - Prekindergarden and kindergarten (97.8%)
    - Elementary school (84.0%)
    - Special education (82.0%)
  - Librarians, archivists, and curators (80.8%)
- **Technical Sales, and Administrative Support (64.2%)**
  - Health technologists and technicians (81.6%)
    - Clinical lab technologists & technicians (78.5%)
    - Dental hygienists (99.1%)
    - Licensed practical nurse (96.0%)
  - Technicians, except health, engineering, and science (42.8%)
    - Legal assistants (82.0%)
- **Sales Occupations (50.3%)**
  - Sales workers, retail and personal services (65.4%)
    - Sales workers, apparel (80.2%)

    - Cashiers (78.2%)
    - Street and door-to-door sales workers (76.3%)
  - Sales-related occupations (72.7%)
    - Demonstrators, promoters, and models (79.3%)
- **Administrative support occupations, including clerical (78.6%)**
  - Supervisors, administrative support (60.1%)
    - Supervisors, financial record processing (81.8%)
  - Secretaries, stenographers, and typists (97.6%)
  - Information clerks (89.0%)
  - Records processing, except financial (79.2%)
  - Financial records processing (92.1%)
  - Communications equipment operators (81.7%)
  - Adjusters and investigators (74.7%)
    - Investigators & adjusters, except insurance (75.6%)
    - Eligibility clerks, social welfare (85.8%)
  - Miscellaneous administrative support (83.1%)
    - General office clerks (81.1%)
    - Bank tellers (89.5%)
    - Data-entry keyers (81.8%)
    - Statistical clerks (80.5%)
    - Teachers' aides (93.0%)
- **Service Occupations (59.5%)**
  - Private household (94.6%)
    - Child care worker (96.5%)
    - Cleaners and servants (94.3%)
- **Service Occupations, except private household and protective service (64.4%)**
  - Food preparation and service occupations (56.5%)
    - Waiters and waitresses (78.3%)
  - Health service occupations (88.5%)
    - Dental assistants (98.1%)
    - Health aides, except nursing (78.9%)
    - Nursing aides, orderlies and attendants (89.0%)
  - Personal service occupations (81.5%)
    - Hairdressers and cosmetologists (90.8%)
    - Public transportation attendants (86.3%)
    - Welfare service aides (86.8%)
    - Family child care providers (97.1%)
    - Early childhood teachers' assistants (95.9%)
- **Precision production, craft, and repair (8.3%)**
  - Precision textile, apparel, and furnishings (46.7%)
    - Dressmakers (88.5%)
- **Operators, fabricators, and laborers (24.6%)**
  - Textile, apparel, and furnishings machine operators (72.1%)
    - Textile sewing machine operators (82.1%)
    - Pressing machine operators (81.0%)

Tips for Teachers

Retaining Nontraditional Students in Vocational Programs

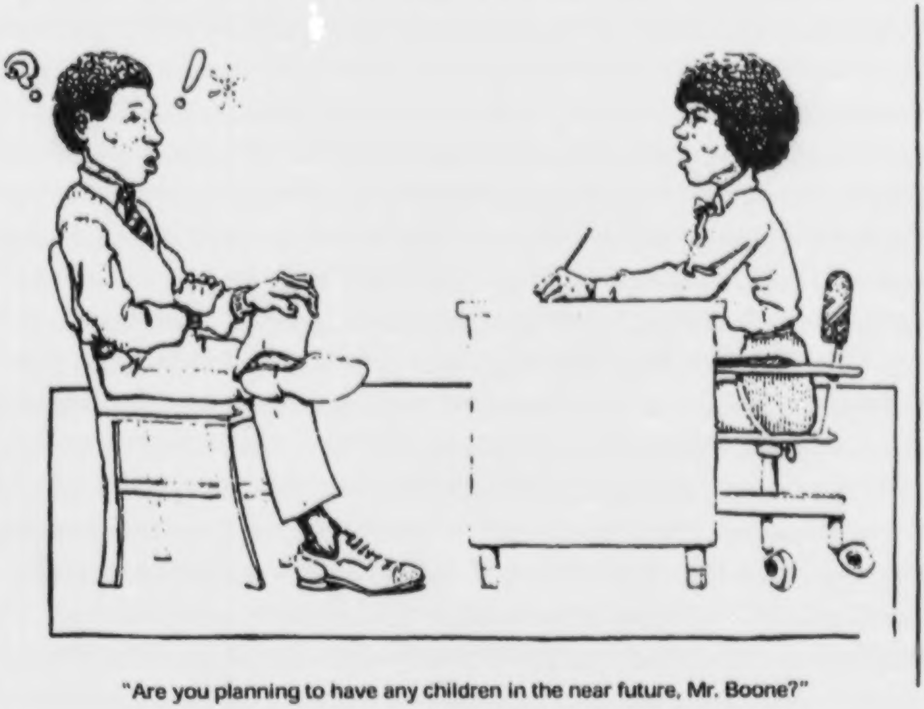
1. When possible, try to group two or three nontraditional students in the same class or section.
2. Sexual harassment is a big issue in for many nontraditional students. During class orientation, include guidelines on what is considered appropriate and inappropriate treatment of other students in the class.
3. If you see interactions that borders on harassment, bullying, or hostile environment, act immediately. Do not ask the nontraditional student if he or she "minds." Research shows that many victims do not want to create an incident, they just want the behavior to go away. See this as an opportunity to educate the offending student.

4 "Girlie" pictures, calendars, and magazines are offensive to women as well as many men. They are also considered by most jurisdictions to be cause for a hostile environment complaint. These materials should not be permitted on the educational site, even if they are only viewed during break times. This issue should be part of the initial orientation.
Note: many would consider this a sound workplace policy whether there are nontraditional students present or not. Vocational programs are preparing students for jobs in the real world.

5. Nontraditional students sometimes do not have the casual background experiences that their traditional peers have. Females may not be aware of the names of all the tools in an auto tech lab. Male students may not have the same familiarity with terms like "simmer" and "chain stitch" in a consumer and family science class. Subtly check in with students often to see if they may need extra support in this area.
6. Expect no less or more from your nontraditional students than from the others. They may need different kinds of support or benefit from variations in teaching methods, but view this as a growth opportunity for you as a teacher. Often new curriculum methods will also benefit other students, too.
7. Whether or not there is more than one nontraditional student in the class, give them frequent teaming opportunities with traditional students.
8. Do not view the nontraditional student as a symbol of the entire gender. If a male does not succeed in your nursing program, it does not mean that the next one won't, either.
9. Be careful not to give repetitive and "gofer" jobs to the nontraditional female. She needs the full range of learning experiences as your male students.
10. Be careful not to give all the heavy work and lifting to your nontraditional male students. Not only is it unfair to the male, it helps reinforce learned helplessness with the female students.

11. It is very easy for nontraditional students to be left out during breaks, a time when people usually congregate with their friends. Even in gender balanced settings, people will more likely seek out their own gender to socialize with. Some students will handle this better than others. Observe your students during such moments to see if class members show any tendencies toward accommodating or ignoring the nontraditional student. If possible, approach a more mature student about making the NT student feel included in the group.
12. Be aware of the bathroom! This is a place that quickly takes on a gendered appearance. It should be kept clean, and personal hygiene products should be stored appropriately.

Both men and women should be encouraged to consider all types of work; if family considerations are discussed, they should be addressed to both sexes.



"Are you planning to have any children in the near future, Mr. Boone?"

for Students

Making it in a Nontraditional Occupation

1. When registering, find out if there are other nontraditional students in your vocational program of study. If so, try to get in the same section with them to avoid feelings of isolation.
2. Do not let yourself become the "gofer" in the class. Sometimes teachers or other classmates are unsure of how to work best with a NT student. Assure your teacher that you want to participate in the same way others do.
3. You may feel left out during breaks. Try to learn a little about what interests some of your classmates so that you can participate in their conversations. Classmates may feel a little unsure of you in the beginning, but it is not necessarily personal. Remember, you have something in common because you have all selected the same occupational program of study.
4. Dress appropriately. Follow the lead of successful students.
5. Participate in volunteer opportunities, internships, and work-study programs that will give you more experience in you occupational interest.
6. Asking questions is okay. Stay after class if you need extra help in certain areas that you are unfamiliar with.
7. If your occupational program requires certain amounts of physical strength or stamina, develop an exercise routine that will help you. Participation in regular physical activity is a good health habit for anyone.
8. Don't be afraid to use unfamiliar equipment. Ask teachers to let you try things yourself.
9. Stick with math and science, even if you're not excelling.
10. There are laws to protect you from sexual harassment, including a hostile environment. If you start feeling harassed by another student or group, talk early to your instructor. It is always best to resolve this kind of situation as soon and at the lowest level possible. If the problem is coming from your instructor, talk with a trusted counselor.

"Tutu Fairy! Never mind the fancy dress and pumpkin coach. Can you get me into UH?"

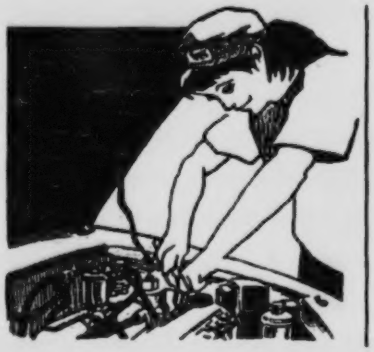
Ways for Parents to Support Expanded Occupational Options

1. Sex-role stereotypes are powerful. Encourage your children to question them.
2. Encourage boys and girls to participate in a variety of school activities, including volunteer opportunities that offer totally new experiences.
3. Suggest activities at home that are usually reserved for the other gender, like encouraging girls to build a fence or fix a leaky pipe, or encouraging boys to prepare a meal.
4. Praise your daughter for her skills and ideas rather than for her appearance and neatness. Let girls know it's acceptable to get sweaty and dirty in pursuit of a goal.
5. Resist "rescuing" girls or providing ready answers. This kind of "help" undermines girls' confidence in their abilities.
6. Build your daughter's technological mastery and competence by finding a way for her to use a computer regularly. Send your daughter to computer camp, especially after fourth grade.
7. Support your daughter's interests and participation in sports, clubs, field trips, and other activities that allow her to find new interests, take on new responsibilities, learn leadership, and be part of a team effort.
8. Challenge messages that tie "manhood" to money.
9. Model behavior that shows women can pay the bill, change a tire, or get dirty.
10. Model behavior and acceptance of men who are not athletically talented or good at fixing a car.

Career Assessment Survey for Women

What is a Nontraditional Job? These are any jobs that we most often see men doing, for example, carpenter, auto technician, welder, heavy equipment operator, utility worker, landscaper, plumber, electrician, laborer, printer, maintenance mechanic, milker, computer repair technician, cable installer, pest controller and truck driver. These jobs usually offer higher wages, good benefits and career ladders.

WOMEN CAN DO THESE JOBS, TOO!



Would You be Interested?

(Circle 3 if you like to do these activities, 2 if you are willing to do them although not very interested in them, and 1 if you don't like to do them.)

1. Work with your hands	1	2	3
2. Make repairs around the house	1	2	3
3. Fix outlets, radios, stereos	1	2	3
4. Work outdoors	1	2	3
5. Drive cars, vans, farm equipment	1	2	3
6. See concrete results from your work	1	2	3
7. Solve technical problems/puzzles	1	2	3
8. Work from a pattern, blueprint, or diagram to construct or make things	1	2	3
9. Paint, wallpaper, fill in holes in the walls	1	2	3

Total Your Interest Score: ____

If your total score is more than 15, a nontraditional job may be for you!

Having the Requisites:______________________________

While many nontraditional jobs require skills, these skills can be gained in a wide variety of ways. For example, did you know:

- Following a sewing pattern employs the same skills as reading a blueprint welders must use, or reading a schematic drawing for building a house?
- A driver's license may be the first step toward an exciting career in the transportation field or heavy equipment operation?
- Following a recipe for a meal is similar to following instructions for repairing a copy machine or mixing cement?

The following activities utilize skills that are transferable to nontraditional jobs.
(Check things you may have done that help toward success in nontraditional jobs.)

____ Worked in a nontraditional job before as a paid worker, volunteer, or as a hobby
____ Received a high school diploma or GED
____ Obtained your driver's license
____ Traveled and enjoyed going from place to place
____ Used hand or power tools
____ Worked on your car or someone else's
____ Done handiwork such as knitting, embroidery or other crafts
____ Followed a pattern in sewing
____ Regularly participated in a sport or worked-out
____ Planted and maintained a successful garden
____ Fixed a broken television, radio or computer. Or used a manual to figure out what's wrong with an appliance
____ Entered/completed a trade school program for a vocational skill
____ Driven/fixed farm machinery or a school bus
____ Built or repaired items in your home or apartment (built a bookcase, fixed a leaky faucet)
____ Followed a recipe
____ Worked independently, with little supervision
____ Served in the military
____ Worked outdoors for long periods of time
____ Assembled a child's toy or furniture

Total Numbers of Answers Checked: ____

If you have checked 3 or more of the above items, a nontraditional job may be for you.
If you have checked 4 or more, you're already on your way!

Describe Yourself:____

Are you: (Check those that are true for you.)

____ a person who likes to take on challenges?
____ in good physical health or fitness?
____ a person who needs to earn more than $12.00 per hour to support yourself and your family?
____ a person who needs to have access to health care and other benefits?
____ willing to explore new things, new places, new people?
____ interested in a career, not just a job?

Total Numbers of Answers Checked: ____

If you have checked 2 or more of these qualities, nontraditional employment may be for you!

Some women are unhappy doing work that other women enjoy.
Do you dislike; (Check those you don't like to do.)

____ Working at a desk all day
____ Working with groups of children or sick people
____ Dealing regularly with the public in a store or restaurant
____ Helping others solve their personal or family problems
____ Working indoors
____ Working in one place all day
____ Answering questions and referring people to other sources of information
____ Completing written products
____ Using the same equipment all the time
____ Work in which you rarely use your physical strength
____ Receiving lots of supervision and feedback on your work

Total Numbers of Answers Checked: ____

If you have checked 2 or more of these activities, a nontraditional job may be for you!

Nontraditional Jobs:____

Check those jobs which sound most interesting to you:

____ computer repair technician
____ cable installer
____ household appliance installer/repairer
____ printer
____ cabinet maker
____ heavy equipment operator (bulldozer operator, crane operator, etc.)
____ heating, ventilation and refrigeration mechanic
____ electrician
____ irrigation technician
____ auto/heavy equipment repair technician
____ boiler mechanic
____ landscaper
____ construction laborer

____ plumber
____ welder
____ bricklayer or concrete/ stone mason
____ truck driver
____ carpenter
____ pest control
____ machine tooler
____ painter
____ milker
____ machinist
____ environmental technician
____ utility worker
____ flagger

Are there other nontraditional jobs you are interested in?

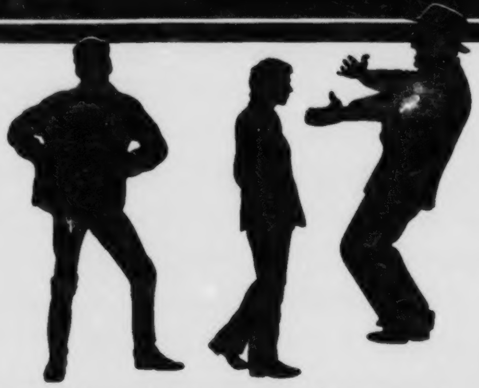
____
____
____
____

When you hear or read about a woman who has taken a job that is not traditional for women, what is your reaction?

Very Positive____
Somewhat Positive____
Very Negative____
Somewhat Negative____

Briefly explain your answer: ____________________________________
____
____
____
____

Attitudes about Men



Please answer the following questions based on your personal feelings about each of the ideas. There are no correct answers. Answer by circling each response which most closely represents your feelings using the following guide:

SA -Strongly Agree D -Disagree A –Agree SD -Strongly Disagree N -Neutral

1. Boys who are caring are wimps SA A N D SD
2. Men are not patient enough to work with small children SA A N D SD
3. Caring is a girl's job SA A N D SD
4. Men should be responsible for the work of care in the home and family SA A N D SD
5. Women should be responsible for the work of care in the home and family SA A N D SD
6. The more pain men take, the more manly they are SA A N D SD
7. Men should be expected to make a living for their families SA A N D SD
8. Boys aren't very good baby-sitters SA A N D SD
9. Boys shouldn't cry; they need to be strong SA A N D SD
10. A man is avoiding his responsibilities when he is at home full-time SA A N D SD
11. Men are better bosses than women SA A N D SD
12. Boys understand math better than girls SA A N D SD
13. Most men would marry a woman even though she works as a plumber SA A N D SD
14. Boys should learn basic skills in taking care of themselves, such as cooking, sewing, and repairing things SA A N D SD
15. Boys should compete in sports because it will make men out of them SA A N D SD

16. A man can be a good father while working full-time as a nurse SA A N D SD

17. A woman should stay home and take care of her husband and children SA A N D SD

18. Ballet dancing is an appropriate extracurricular activity for boys SA A N D SD

19 Men are physically healthier than women SA A N D SD

20. Boys interested in being a hair stylist are sissies SA A N D SA

21. Most boys do not have the finger coordination to be typists SA A N D SA

22. A real man depends only on himself SA A N D SD

23. Only girls depend on others SA A N D SD

24. Boys make good friends SA A N D SD

25. Both girls and boys should have courses in school to help them learn to be good parents SA A N D SD

26. Only boys should be encouraged to plan professional careers which require more than four years of college SA A N D SD

27. Men should be cool and unemotional SA A N D SD

28 Men should be tough SA A N D SD

29. Men should always be in control SA A N D SD

30. A man's success is measured by his income SA A N D SD

Classroom Activities that Foster Equity and Understanding

1. Use consciousness raising activities for students to determine cultural sex-role messages. Assign mixed groups of students to analyze the most popular television shows. Recording hits, comic strips, textbooks, or movies. Ask them to identify and discuss frequency and types of behavior depicted. Use this as the basis for an oral or written report. This method can also be used to foster better awareness of other stereotypes related to ethnicity, disability, and sexual orientation.
2. Use a video such as *Mr. Mom*, or *Wildcats* to as a catalyst for a discussion, skit, or writing assignment related to crossing gender lines.
3. Make a class cooperative quilt with each student contributing one square that they have designed. This can be done with cloth and thread or liquid embroidery, or paper products.
4. Invite a panel of people who have nontraditional occupations to speak to the class or group. Ask each one to tell how they came to be in their occupation, what were the obstacles to overcome, and what are the rewards. Ask each speaker to take no more than 10 minutes, and allow enough time for questions at the end of the panel presentations. This activity works very well for both male and female nontraditional occupations.
5. In small groups ask students to list common putdowns of both males and females. Conduct class discussions of the "whys" of such incidents, and ways that these attitudes can be changed. Follow up with opportunities for students to share anecdotes of successful or difficult encounters they have had.
6. Prepare class assignments or presentations or displays on nontraditional heroes, role models, or success stories. In addition to using published material as a resource, encourage students to concentrate on someone in their own family or community that may have reached notable success based on their gender, race, family status, or other attribute.

Myth Busters

For years women have been kept out of nontraditional jobs by myths taught them as little girls and perpetuated by well-meaning adults as they grew up to become women.

Myth: Women will lose their femininity if they work in a trade.

Reality: The sense of "who you are" comes from within. A hard hat or work boots can't change that. Besides, being in good physical shape is the "in" look for women now.

Myth: Women on a job site make it hard for men to concentrate and encourage a sexually charged work atmosphere.

Reality: Women and men work side by side in many occupations. Everyone, men and women, needs to know that work is a place for professional behavior and anything less should not be tolerated on the job.

Myth: Women do not have the mechanical or mathematical aptitude for skilled trade work.

Reality: Not! Women have the ability to perform well in all academic and technical areas required in nontraditional work. Some nontraditional areas only require adding, subtracting and measuring.

Myth: Training programs in nontraditional fields don't want to admit women.

Reality: Many employers and training programs are actually encouraging women to enter their fields. Affirmative action requirements and simply the knowledge that women make good workers are helping to open doors for females.

Myth: The disadvantages of nontraditional construction work outweigh the advantages.

Reality: This may be true for some women, but is not true for many. If you like the idea of high pay, working outdoors, being strong and physical, using your innate talents, doing something that interests you, building something tangible, or being adventurous, then this kind of work may be for you.

Myth: Women are not strong enough to do heavy labor.

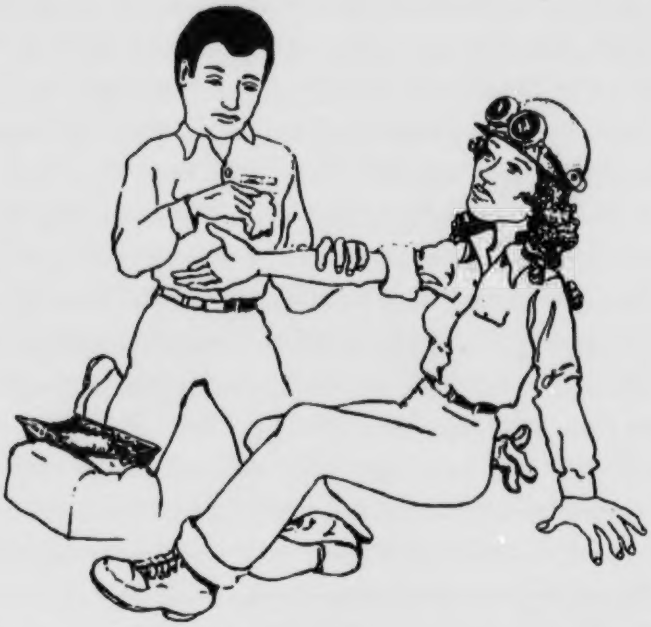
Reality: Many blue-collar jobs are more physically demanding than pink collar jobs but consider some other facts:
Many blue-collar jobs are no more physically demanding than housework especially when performed carrying a 30 lb. toddler on your hip.

Traditional female occupations like waitress, nurse and home health care aide involve heavy lifting too.

Myth: Nontraditional jobs are too dirty, noisy and dangerous for women.

Reality: Some nontraditional jobs have disadvantages and workers entering these fields should weigh the benefits from the drawbacks. However, hot grease, toxic cleaners, dirty diapers and bedpans have their downside too, but nobody seems too concerned about "protecting" women from these smelly and dangerous items.

Sex fairness requires that all occupations be presented as possible options for both females and males.



"Because of the nurse's quick action, the welder's injury was not more serious."

Women Working with Men

Answer these questions for yourself. Think about which attitudes help to build trust; can you add attitudes which strengthen partnership skills?

Have you ever had any of these feelings, thoughts or experiences in regards to men who work with you?

	Yes	No
1. You get tired of always hearing "him," "the guys," when you are part of the group being addressed?	—	—
2. You want the jokes which put down women to end forever?	—	—
3. You stifle your swear words around men?	—	—
4. You find males taking credit for an idea you expressed early in the meeting?	—	—
5. When men compliment you, you wonder if there is a hidden message.	—	—
6. You wish men wouldn't feel so self-conscious about compliments?	—	—
7. You want equal pay and respect but you still want to be treated like a lady?	—	—
8. You'd like to have lunch with the guys but you're afraid they'll take it the wrong way?	—	—
9. You have an uneasy feeling that the men are not sharing significant information with you?	—	—
10. You're attracted to a particular type of man so you keep your distance as much as possible?	—	—
11. You feel as comfortable working with males as you do working with females.	—	—
12. You receive recognition for your abilities from the men with whom you work?	—	—
13. You prefer a boss who is male to one who is female?	—	—

Men Working with Women

Answer these questions for yourself. Think about which attitudes help to build trust; can you add attitudes which strengthen partnership skills?

Have you ever had any of these feelings, thoughts or experiences in regard to women who work with you?

	Yes	No
1. You sometimes wish women wouldn't talk so much?	___	___
2. You get exasperated with high-pitched feminine voices?	___	___
3. You think it's acceptable to refer to everyone in a meeting of both men and women as "he" or "him?"	___	___
4. You think of a joke and decide you shouldn't tell it in the presence of females?	___	___
5. You stifle your swear words when you are around women?	___	___
6. When women speak in meetings you generally "tune out?"	___	___
7. You feel that you have to soft-pedal criticism because she gets her feelings hurt easily?	___	___
8. You're confused about whether or not to open doors for women?	___	___
9. You wonder if women in your office are after your job?	___	___
10. You sometimes wonder why young women are not at home with their children?	___	___
11. When you go to lunch with a woman, you wonder if you're expected to pay the bill?	___	___
12. You feel as comfortable working with women as you do working with men?	___	___
13. You are pleased with females achieving recognition for their talents?	___	___

Community Resources for Supporting Nontraditional Employment

Girl Scout Council of Hawai'i
420 Wyllie St.
Honolulu, HI 96817
808/595-8400
Teaming For Tomorrow

A mentoring project for high school girls conducted annually by the Girl Scout Council of Hawai'i. Open to non-scouts, this two day event pairs teen girls with an adult female who is employed in an occupation the girl is interested in. For details and dates of activity phone the Girl Scout office.

Employment Training Center
Tech Discovery Center
879 N. King Street
Honolulu, HI 96817
808/832-3719

A hands-on occupational exploration center for trying out job related tasks in administration of justice, autocad drafting, engineering, cosmetology, occupational safety, and more. Appointments should be made in advance for individuals or small groups. No fee.

Maui Economic Board
Women in Technology Project

For Maui County during FY 2000, and expanding to other neighbor islands in FY 2001. Recruits and supports girls and women in technology careers. Provides staff development to schools; support services including personal computer hardware, child care, mentoring, internships, and career counseling. To access services phone Nanette Atchazo at 808/875-2388.

Publications for Nontraditional Recruitment and Career Information

Publications

1. *Preventing Sexual Harassment: Integration of Women into Male-Dominated Occupations*
   A bibliography that includes much more than the title implies. Divided into Policing, Fire Science, Military, and Building Trades sections, this compendium includes publications, organizations, websites, and legal resources related to the employment of females. Available at small cost from Institute for Women in Trades, Technology and Science. E-mail iwitts@aol.com or check website at http://www.iwitts.com.
2. *Broadening Your Horizons-Career Planning in the Trades for Girls and Young Women*
   A complete curriculum and resource directory. Includes extensive job descriptions of nontraditional occupational titles, related first person testimonials from women employed in those jobs, classroom activities, legal information, and more. Available from the Center on Education and Work, University of Wisconsin-Madison. E-mail cewmail@soemadison.wisc.edu, or website: http://www.cew.wisc.edu.
3. *Working Fathers New Strategies for Balancing Work and Family*, James Levine; Todd Pittinsky. Addison-Wesley Publishing Co. 1997. Not directed at men pursuing nontraditional occupations, but does discuss home-work balance.
4. Pamphlets, fact sheets and posters from the U.S. Department of Labor Women's Bureau. Topics include child care, pay equity, employment rights, labor history, and more. Complete list on Women's Bureau website. For single copies at no charge, please send a self-addressed mailing label to the Women's Bureau, U.S. Department of, Labor, 200 Constitution Avenue NW, Room S-3311, Washington, DC 20210. Posters available for fee.
5. Annotated Bibliography of Practical Classroom Resources
   For teachers or guidance counselors, this publication is an inventory of practical resources for use with your students. Career information on nontraditional role models, videos, web sites, women's associations and more. Includes full citations and cost and contact information. Available from Institute for Women in Trades, Technology, and Science. Fee. E-mail: iwitts@aol.com or website: http://www.iwitts.com.
6. "Why Boys Don't Talk and Why We Care: A Mothers Guide to Connection," by Susan Shaffer and Linda Gordon. Shaffer is Deputy Director at the Mid Atlantic Equity Consortium. A highly useful resource for any educator, community advocate or parent. Material comes from focus groups with boys, girls and parents. Cost, $14.95 and can be ordered from the Mid-Atlantic Equity Consortium by phone: 301-657-7741; by fax: 301-657-8782; or online at: http://www.maec.org.

Video Resources

1. *Futures Video: Preparing Young Women for High Skilled, High Wage Careers* (40 minutes)
Interactive Teacher Training Video combines acted vignettes with documentary footage of teachers, students, internship coordinators and parents. Follows a student from career counseling to the classroom to an internship. Group discussion questions follow each section: Recruitment, Classroom Retention, and the Workplace. Available from Institute for Women in Trades, Technology, and Science. Fee. E-mail: iwitts@aol.com or website: http://www.iwitts.com.
2. "Tough Guise: Media, Violence and the Crisis in Masculinity." is an excellent for general information on male issues. Done by Jackson Katz, a nationally recognized author and trainer on this topic. It is available from the Media Education Foundation, http://www.mediaed.org.
3. *New Frontiers For Employment* - (30 minutes) A locally developed introduction to a variety of occupations that uses rap lyrics to challenge traditional barriers. Many nontraditional role models from construction, law enforcement, health and child care occupations talk on camera about their career experiences. Especially good for high school students exploring career options. This video was distributed to high schools with an accompanying teacher's guide. Facilitator guide also available.
4. *Women at Work* - (30 minutes) An 'Olelo production that features TV newscaster Jade Moon interviewing women who have chosen nontraditional careers. Testimonies of personal and occupational challenges and rewards provide depth to the basic occupational information. Job site location footage adds extra interest. A good presentation for adult women ready to give specific occupations some serious consideration. Available through OSDCTE and all community colleges.
5. *New Faces at Work* - A two part presentation recorded on one tape, each part is 25 minutes long. Part one interviews three men: a preschool teacher, flight attendant, and a surgical nurse. Part two uses the same format and interviews three women: a minister, police sergeant, and chemist. Developed in Illinois, this presentation is well suited for adults who are interested in the complexity of reasons one selects a particular occupation. Available on loan from OSDCTE or can be purchased for $30.00.
6. *To Catch A Wave* - (9 minutes) Developed by Maui Community College, this short video profiles three men who have all chosen the field of nursing for distinctly different reasons: one wants an occupation that allows him to live in various locations and always have a job; another was a medic in the military and enjoyed the work; a third has tired of the field of mechanics and running his own business. Suitable for teens or adults and available from OSDCTE.

Staff Development

Generating Expectations for Student Achievement (GESA):
GESA examines the five areas of disparity in the classroom and then encourages teachers to utilize research based, proactive instructional strategies and resources to eliminate the disparities and support high expectations. GESA is recognized as an effective program by the NEA; NSBE; NSBA; AFT; ATE. Developed by Graymill, GESA provides staff training on issues related to gender and ethnic equity, diversity, and highly practical instructional techniques addressing inclusion of all students. Fee. E-Mail: info@graymill.com, or website information available at http://www.graymill.com/. Local trainers are available through the Department of Education, Division of Learner, Teacher, and School Support, 394-1317.

Futures Training from the Institute for Women in Trades, Technology, and Science IWITTS, conducts an interactive workshop for school-to-work coordinators, teachers, counselors, gender equity coordinators and school administrators. Participants develop a plan for recruiting young women to traditionally male-dominated classes, work through case studies with colleagues on problems that arise in class and in general address the details of women in nontraditional occupational preparation. Contact the Institute for Women in Trades, Technology, and Science. Fee. E-mail: iwitts@aol.com or website: http://www.iwitts.com.

Websites to Succeed with Nontraditional Students

http://www.work4women/org

Useful for women and job counselors: support information for women in nontraditional positions; advice for women and girls to enter high-wage nontraditional jobs. Has useful links, such as the national JOB BANKS.

http://www.napequity.org/

The homepage for the National Alliance for Partnerships in Equity. Click-ons to other sites that are specific to vocational education, as well as general equity issues.

http://www.iwitts.com/

Institute for Women in Trades, Technology, and Science provides staff development, technical assistance, and video and publication materials. Topics include recruitment, prevention of sexual harassment, environmental assessments, employer publications, material related to School-to-Work, etc.

http://www.edc.WomensEquity/org

Has on-line course to engage middle school girls in math and science; free cd-rom and other teaching materials, including Women's History Month lesson plans. Also points out publications, associates, and weblinks, such as women's biographies.

http://www.dol.gov/dol/wb/public/programs/1w&occ.htm

The Women's Bureau is part of the U.S. Department of Labor and has wage and occupational data specific to the needs and interests of women.

http://www.cs.utk.edu/~bartley/other/9to5.html

Information on sexual harassment found at this site has been prepared by 9 to 5, a national advocacy organization for working women.

http://www.geocities.com/~gryeyes

A site devoted to personnel in public safety, it is a helpful and even amusing collection of personal stories and anecdotes. Includes fire safety vignettes and related links.

http://wwwmilitarywomen.org

An information exchange for women from all branches of the military. Offers firsthand information to women thinking about a military career.

http://www.nawic.org

The website for the National Association of Women in Construction. Contains information on history, members and support for helping young women join and compete in the trades.

http://www.graymill.com/
The organizational website for Graymill, the national trainer for GESA. Gender Expectations and Student Achievement is a teacher training package the gives participants specific and observable techniques for modifying teaching practices to improve student achievement. Site contains descriptions of training packages and publications.

http://www.girlscount/org
Resources for parents, educators, employers, community leaders, policy makers and the media. The goal of GirlsCount is to expand girls' education and career opportunities, especially in math, science, and technology. Includes on-line bulletin boards, articles, a media kit that can help with background information, community action programs to increase awareness, test score comparisons, and other reasons for targeting females for support.

Funds Related to Nontraditional Occupational Preparation

Federal and General Fund Appropriations listed are for the complete realm of vocational preparation, student support services, and transition centers, including nontraditional occupations.

Fund Source	Amount	Eligibility	Age/Grade	Other
Carl Perkins Vocational and Technical Education Act of 1998	$5.4 million in Federal funds for Hawaii	Vocational students	Grades 7-12 and post-secondary adults	This amount must cover a broad range of vocational education costs including staff development, program improvement, instruction, data collection, and other special populations. However, small amounts may be available to supplement special populations who are vocational students for costs such as targeted recruitment, specialized career counseling, etc.
Vocational and Applied Technology	$5,717,538	Prevocational and vocational students	Grades 9-12	Provides education and training for employment purposes and/or progression into post-secondary programs. This includes the Practical Arts Education Program, Career and Technical Student Organizations, a means of developing leadership training and personal development. Vocational Workstudy Funds are also part of this sum.
Transition Centers	$832,013	All Students at High Schools that have transition centers. (Farrington, Mc Kinley Kaimuki, Aiea, Waialua, Hilo, Konawaena, Pahoa, Castle, Kailua, Waipahu, Waianae, and Nanakuli)	Grades 9-12	Provides services to assist students in making realistic career and employment decisions. Services provided to teachers, counselors, and students which include career development workshops, field trips, employment preparation and referrals to job openings.
Comprehensive Student Support System	$1,512,239	All students	K-12	Draws together the resources of the classroom, school, and community to provide social, emotional, and physical environments that help students attain personal success and achieve performance standards. Funds pay for complex resource teachers.

Information has been edited from various department sources, and significant details may have been omitted. Details available from department officials. Information provided is subject to change

What Laws Protect Against Sex Discrimination in Vocational or Job Training Programs?

Title IX of the Education Amendments of 1972 protects against sex discrimination in educational programs. It applies to any school or education program or activity in a company or outside of a school that receives money from the United States Government.

- All public grade schools, middle schools, and high schools receive federal government funding, and are covered by Title IX.
- Most vocational education programs, school-to-work programs, "tech prep" programs, and welfare-to-work-sponsored education programs receive federal government funding and are covered by Title IX.
- Most post-secondary schools have students receiving federal work-study funds, or federal grants and loans (such as Pell or Stafford loans) or get other federal funds, and are therefore covered by Title IX.

Title VII of the Civil Rights Act of 1964 protects against workplace discrimination that is based on sex, race, national origin, or religion. Any employer with 15 or more employees is covered by this federal law. Title VII prohibits sex discrimination in the workplace, including discrimination that may take place in apprenticeship programs. You do not have to be a paid employee in order to be protected by Title VII.

There are other federal anti-discrimination laws that may apply that prohibit other forms of discrimination. Title VI of the Civil Rights Act of 1964 protects against race discrimination in any programs that receive money from the U.S. Government. The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 protect against discrimination on the basis of disability in both private and federally funded programs. The Age Discrimination Act of 1975 protects against age discrimination in programs that receive funds from the U.S. Government.

Other Legal Supports:

The Higher Education Amendments of 1998 (Public Law 105-244)

Summary of the Women's Access Provisions

Pell Grants

Authorizes an increase in the maximum Pell Grant award from $4,500 for the academic year 1999-2000 to $5,800 for 2003-2004. The dependent care allowance increases from $750 to "an allowance determined by the institution for such expenses." *Sec. 401 (a)(2)(A) and (b)(3)(A)(ii)(II)*

Campus-Based Child Care

Creates the Child Care Access Means Parents in School (CAMPUS) program that provides funds to support or establish a campus-based child care program primarily serving the needs of low-income students through a competitive grant process overseen by the Secretary of Education. The grants will be awarded for four years. This provision authorizes CAMPUS at $45 million for FY 99, and such sums as may be necessary for FY 00-03. *Sec. 419N*

Economically Disadvantaged

Individuals, other than individuals with handicaps, who have economic disadvantages and who require special services and assistance in order to succeed in vocational programs of study.

- ✔ Misconceptions
- ✔ Tips for Teachers
- ✔ Risk/Protective Factors
- ✔ Victory In Education
- ✔ Community Resources
- ✔ Publications
- ✔ Staff Development
- ✔ Video Resources
- ✔ Websites
- ✔ Funding Streams

> "Social welfare programs may be a matter of ethics and generosity, but education and training are not. I am willing to pay for, and indeed insist upon, the education of my neighbors' children not because I am generous but because I cannot afford to live with them uneducated."
>
> Lester C. Thurow

BEST COPY AVAILABLE

Misconceptions About Disadvantaged Students

There are a number commonly held myths concerning what and how to work with disadvantaged students. These myths maintain that disadvantaged students:

- lack the information and intellectual facility to achieve successfully;
- cannot progress to higher order skills until they have mastered all the basics;
- need only teacher-directed or adult instruction or supervision;
- perform best in an environment with uniform management which focuses on maintaining order and;
- must be grouped by ability within classrooms.

Many successful programs have shown these commonly held views of disadvantaged learners are far too restrictive. More positive ways of looking at disadvantaged learner needs have developed which include the following:

Economically disadvantaged students are like other students in most respects-

Like other students, disadvantaged students come to school with active minds and already developed views. Educators and parents need to help them succeed at school by finding out and respecting what they know, by determining what critical knowledge they lack and by explicitly teaching how to function successfully in the school.

Methods vary routine work with creative opportunities -

Effective curriculum focuses on meaning and understanding from the very beginning by balancing routine skill learning with novel and complex tasks. Students need opportunities to apply skills in a meaningful context that establishes clear reasons for learning.

Both teacher directed and student centered methods are used -

A balance is necessary between teacher/adult-directed and learner-directed instruction. Educators and parents need to encourage students to take initiatives for their own learning and to teach students how to use each other as learning resources.

Classroom structure noise levels need to reflect the reality of group work -

In peer teaching and cooperative learning, students will be engaged in more group activities and project work, which will increase the levels of noise and activity. Disadvantaged students can contribute actively and meaningfully in group activities. Teachers need to redefine appropriate expectations for classroom order and to assist students in dealing with these new expectations. As a manager, educators need to maintain order through a strong academic program rather than relying on strict rules and consequences for misbehavior.

Variety in student grouping creates new learning opportunities -

Educators need to develop a variety of grouping patterns for the classroom. Homogeneous grouping limits the ability of disadvantaged students to learn, grow, and develop. Alternative patterns include heterogeneous grouping, such as cooperative and team learning; flexible, temporary ability groups; and providing short-term, intensive help to individuals, rather than long term instructional groups.

> ***"I have learned that success is to be measured not so much by the position one has reached in life, as the obstacles which he has overcome while trying to succeed."***
>
> Booker T. Washington

Tips for Teachers

Economically Disadvantaged

General

1. There are two types of poverty: situational and generational. Situational poverty is what happened to families during the Great Depression, when many people first immigrated to this country, or a circumstance such as divorce. Generational poverty is defined as being in poverty for two of more generations and comes with a different set of values and expectations.
2. An individual brings to the school setting hidden rules of the class in which he or she was raised, even though the family income may rise or fall.
3. Schools operate from middle class values, using the hidden rules of that class. These are not rules that are ever taught, or even consciously articulated.
4. Assumptions about a student's intelligence may actually be related to their understanding of hidden rules, rather than their ability.
5. To do well in school, students must in some way learn the rules of the middle class—not because they are superior, but as another set of rules to be used if one so chooses.
6. To move from poverty to middle class to wealth, an individual will likely have to alter or give up relationships, at least for a period of time.

Occupational Skill Development and the Economically Disadvantaged

1. Caring relationships with teachers and school personnel are critical. A general feeling of belonging within overall school environment is necessary.
2. Opportunities to develop and demonstrate forms of competency (besides academic) including work-study and technical skills are very important.
3. Students must be supported in the development of three career competencies:

   - Core competencies represent what all students should know and be able to do in the world of work. They include employability skills, communication, math, work ethics, problem solving, etc. Equity is a critical component of core competencies. Examples include being able to work with people of both genders, showing respect for diversity, and eliminating harassment on the job.
   - Cluster competencies are those skills that are common to occupations within career clusters. For example, being able to read blueprints would be a cluster competency within the engineering and industrial career pathway.
   - Specialization competencies are tied to industry verified skill standards.

4. Focus on a wide range of extra-curricular community activities. The involvement in vocational student organizations is critical. However, other activities also need to be offered within the school, and access to school activities needs to be developed. Students must have a sense of "family" and "purpose."
5. Enhance academic achievement by focusing attention on the relevancy of classroom content and homework to life situations and issues.
6. Emphasize service learning programs, seeking to provide students with helping opportunities and personal reflection on the meaning of helping.
7. Model respect and concern for every individual in the school and teach conflict resolution. Help support and expand the connections between adults and students, students and their peers, and students and their parents.
8. Where possible, increase parent involvement, creating more opportunities to involve parents throughout the school day.
9. Develop community collaborations to target multiple risk factors within the family, school, community agencies, and community at large. Involve local people in implementing classroom program of studies.

The sky is the limit

Could You Survive in Poverty?

Survivor Quiz

Put a check by each item you know how to do.

_____ 1. I know which churches and sections of town have the best rummage sales.

_____ 2. I know which rummage sales have "bag sales" and when.

_____ 3. I know which grocery stores' garbage bins can be accessed for thrown-away food.

_____ 4. I know how to get someone out of jail.

_____ 5. I know how to physically fight and defend myself physically.

_____ 6. I know how to get a gun, even if I have a police record.

_____ 7. I know how to keep my clothes from being stolen at the laundromat.

_____ 8. I know what problems to look for in a used car.

_____ 9. I know how to live without a checking account.

_____10. I know how to live without electricity and a phone.

_____11. I know how to use a knife as scissors.

_____12. I can entertain a group of friends with my personality and my stories.

_____13. I know what to do when I don't have money to pay the bills.

_____14. I know how to move in half a day.

_____15. I know how to get and use food stamps or an electronic card for benefits.

_____16. I know where the free medical clinics are.

_____17. I am very good at trading and bartering.

_____18. I can get by without a car.

Survivor Quiz on pages 46–48 taken from "A Framework for Understanding Poverty" by Dr. Ruby Payne.

Could You Survive in Middle Class?

Survivor Quiz

Put a check by each item you know how to do.

_____ 1. I know how to get my children into Little League, piano lessons, soccer, etc.

_____ 2. I know how to properly set a table.

_____ 3. I know which stores are most likely to carry the clothing brands my family wears.

_____ 4. My children know the best name brands in clothing.

_____ 5. I know how to order in a nice restaurant.

_____ 6. I know how to use a credit card, checking account, and savings account – and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medical insurance policy, as well as house insurance, flood insurance, and replacement insurance.

_____ 7. I talk to my children about going to college.

_____ 8. I know how to get one of the best interest rates on my new car loan.

_____ 9. I understand the difference among the principal, interest, and escrow statements on my house payment.

_____10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information.

_____11. I know how to decorate the house for the different holidays.

_____12. I know how to get a library card.

_____13. I know how to use the different tools in the garage.

_____14. I repair items in my house almost immediately when they break – or know a repair service and call it.

Could You Survive in Wealth?

Survivor Quiz

Put a check by each item you know how to do.

_____ 1. I can read a menu in French, English, and another language.

_____ 2. I have several favorite restaurants in different countries of the world.

_____ 3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.

_____ 4. I know who my preferred financial advisor, legal service, designer, domestic-employment service, and hairdresser are.

_____ 5. I have at least two residences that are staffed and maintained.

_____ 6. I know how to ensure confidentiality and loyalty from my domestic staff.

_____ 7. I have at least two or three "screens" that keep people whom I do not wish to see away from me.

_____ 8. I fly in my own plane, the company plane, or the Concorde.

_____ 9. I know how to enroll my children in the preferred private schools.

_____10. I know how to host the parties that "key" people attend.

_____11. I am on the boards of at least two charities.

_____12. I know the hidden rules of the Junior League.

_____13. I support or buy the work of a particular artist.

_____14. I know how to read a corporate financial statement and analyze my own financial statements.

The first point about this exercise is that if you fall mostly in the middle class, the assumption is that everyone knows these things. However, if you did not know many of the items for the other classes, the exercise points out how many of the hidden rules are taken for granted by a particular class, which assumes they are a given for everyone. What, then, are the hidden rules? The subsequent grid gives an overview of some of the major hidden rules among the classes of poverty, middle class, and wealth.

"The one deep experience that distinguishes the social rich from the merely rich and those below is their schooling, and with it, all the associations, the sense and sensibility, to which this education routine leads throughout their lives.

"As a selection and training place of the upper classes, both old and new, the private school is a unifying influence, a force for the nationalization of the upper classes."

C. Wright Mills
The Power Elite

Risk Factors and the Development of Protection Skills

The impact school can have is positive or negative, depending on whether it promotes the development of risk or protective factors. Academic performance is but ***one component*** of connectedness. The chart below displays the risk factors and related protective factors critical to educating the economically disadvantaged student and preparing them for the world of work.

RISK FACTORS ***(Potentially negative)***	**PROTECTIVE FACTORS** ***(Potentially Positive)***
Individual Related Risk Factors Early initiation Anti-social behavior, acting out Rebelliousness Social isolation Hyperactivity Hedonistic(self-serving) values TV overexposure Stress Nonconformist, defy tradition	**Individual Related Protective Factors:** Problem solving skills Intellectual ability Self-esteem, self-efficacy Personal responsibility Social/interpersonal skills Time at home Value of helping people High degree of optimism Coping skills Ability to gain other people's positive attention
Family Related Risk Factors Poor parental monitoring Distant, uninvolved, inconsistent parenting Insufficient bonding Unclear family rules, expectations, rewards Parental addictions At home alone Lack of cultural enrichment Abusive behavior among family members	**Family-Related Protective Factors** Close relationship with at least one person Family support Parental standards Parental discipline Parental monitoring Parental communication Parent as social resource
Peer-Related Risk Factors Association with peers engaged in similar behavior Negative peer pressure Low resistance to peers More motivated by peers than family or teachers	**Peer-Related Protective Factors** Has a close friend Positive peer influences
Community-Related Risk Factors Low socio-economic status High density urban community Complacent/permissive norms Community disorganization, high mobility Media influences	**Community-Related Protective Factors** Belongs to a supportive community Bonding to family, school or social institutions Other adult resources and communication Involved in community organizations

From various studies by Bogenschneider, Small, and Riley, Dryfoos, Resnick, and Search Institute.

Victory in Education: Defeating the Failure Hypothesis

Adapted from the work of Douglas B. Reeves, Ph.D.
Center for Performance Assessment
http://www.testdoctor.com

Dr. Reeves' failure hypothesis highlights the current beliefs that can serve as obstacles or barriers to all that work with the economically disadvantaged. These theories are applied to educating the disadvantaged student to ensure that they will demonstrate better student learning and achievement through better professional practices, programs, and services.

Failure Hypothesis I - The research is so unclear you can't tell what to believe.

"There is evidence that students are rapidly becoming more ethnically and culturally diverse. Far too often, diversity is linked closely to poverty. The combination of poverty and diversity plays havoc with performance in our schools." (Helene Hodges, Educating Everybody's Children)

There are strategies based on research that have proven track records, not only with young people at risk of academic failure, but with all students.

Failure Hypothesis II - If we spend more time on effective assessment, we won't have time to cover the entire curriculum and our scores will decline.

"In recent years, researchers have given increased attention to alternatives in assessment: to exhibitions or demonstrations, ...that serve as culminating activities in students' learning experience; to observation and analysis of hands-on or open-ended experiences; to portfolios (collections of records, letters of reference, samples of work, sometimes even including videotapes of student performance or task accomplishment—in fact any evidence that appropriately documents a student's skills, capabilities, and past experiences." (Helene Hodges, Educating Everybody's Children)

Assessment is an integral part of instruction. It brings teachers into conference with students about their work and progress, helping educationally disadvantaged students to evaluate themselves by perceiving the results of their own work. Time devoted to assessment does reduce time for "covering the curriculum."

Failure Hypothesis III - It doesn't make any difference what we do with kids who are poor or from disadvantaged backgrounds—demographics will overwhelm teaching and leadership every time.

The fact is there are three major studies that contradicts this failure hypothesis:

- 90/90/90 Studies (http://www.testdoctor.com)
- Carter Studies (http://www.heritage.org)

- Haycock and Darling-Hammond Surveys of Studies (http://www.edtrus.org)

In addition, teaching effectiveness is more important than demographics.

Failure Hypothesis IV - I know that these are good ideas. But you can't start a new program without buy-in from all the staff.

In educating the disadvantaged students, educators must view the research on alternative views of effective change. The traditional view calls for systemic and comprehensive buy-in and beliefs, and programs and facts. The alternative view promotes internal leverage (pebble in a pond), testing and observation, and knowledge and internal capacity to ensure successful learners.

Failure Hypothesis V - Some kids got it and some kids don't. You can't teach kids to be better writers or mathematicians if they don't have the ability—"It's like trying to teach a blind kid to be a painter."

The data of "once a student is low, he/she will always be low" is defied by studies (Sanders, 1999, Haycock, 1999). In these studies, students in the lowest test score group advance to the middle and highest groups after one year of effective teaching. In addition, the fact that low ability students are ordained to have low scores—instruction and assessment doesn't matter, is challenged by the research (West Allis, 1999) where the data showed one year improvement with the same students and teachers. Students' scores were well above the state average.

Community Resources

Ready to Learn is a project of the Community Clearinghouse and a recent addition to community resources serving the economically disadvantaged. It provides basic school supplies, which are generally distributed through social service organizations. Phone: (808) 841-6593, 841-8672, or 841-9093. http://www.readytolearnhawaii.org.

Helping Hands Hawai‘i, Community Clearinghouse - A care provider for economically disadvantaged students in need of clothing, household items, major appliances, furniture, etc. free of charge. Location: Bldg. 914, Kapalama Military Reservation, Sand Island Access Road, Honolulu, HI 96817. Phone: (808) 845-1669.

The Parent Line - This resource provides support, encouragement, and information on parenting, as well as information on social services. *O‘ahu*- Phone: (808) 526-1222. *Neighbor Islands* – Phone: 1-800/816-1222

The Workforce Development Division (WDD) is a division of the Department of Labor & Industrial Relations (DLIR). WDD has been assigned to be the lead agency of Hawai‘i as the State moves towards the federal view of One-Stop Services. WDD has eight local offices statewide and is committed to providing the best services possible to the people of Hawai‘i.

Site	**Address**	**Phone**
Honolulu	830 Punchbowl St., #112 Honolulu, HI 96813	(808) 586-8700 (808) 586-8724 Fax
Kane‘ohe	45-1141 Kamehameha Hwy. Kane‘ohe, HI 96744	(808) 233-3700 (808) 233-3709 Fax
Waipahu	Waipahu Civic Center 94-275 Mokuola St., #300 Waipahu, HI 96797	(808) 675-0010 (808) 675-0011 Fax
Maui	2064 Wells St., #108 Wailuku, HI 96793	(808) 984-2091 (808) 984-2090 Fax
Moloka‘i	55 Makaena Place Kaunakakai, HI 96748	(808) 553-3281 (808) 553-3427 Fax
Kaua‘i	3100 Kuhio Hwy., #C-10 Lihue, HI 96766	(808) 274-3056 (808) 274-3059 Fax
Hilo	Kaikoo Mall 777 Kilauea Ave., #121 Hilo, HI 96720	(808) 974-4126 (808) 974-4125 Fax

Kona
Kaiwi Square
74-5565 Luhia St., #C-4
Kailua-Kona, HI 96740
(808) 327-4770
(808) 327-4774 Fax

WorkHawaii – WorkHawaii's mission to establish programs that prepare youth and adults who face serious barriers to employment for participation in the work force. By providing free or financially supported training, education, and other employment-related services, they help improve the quality of today's business climate and enhance the productivity and competitiveness of our community. WorkHawaii helps businesses find pre-screened, qualified and motivated job candidates, and people find jobs. For information or assistance, call: WorkHawaii, 715 S. King St., 5th Floor, Honolulu, HI 96813. Phone: (808) 527-5928 or Fax (808) 527-6946.

Alu Like, Inc. – Alu Like renders services related to job assistance and training for Native Americans including American Indians and Native Hawaiians through available programs and services such as:

Social Development
Family Lokahi Project - Phone: (808) 535-6790
Substance Abuse Prevention Project – Phone: (808) 535-6790
Youth Alcohol, Tobacco & Other Prevention Programs–
Phone: (808) 535-6790
Hawai'i Technology Institute – Phone: (808) 535-6770
Halau Kapili Hou Project (Hilo) – Phone: (808) 981-0115
Native Hawaiian Vocational Education Program – Phone (808) 535-6740
Pulama I N Keiki Project - Phone: (808) 535-6750
(Family Based Education Project)
Employment & Training Program – Phone: (808) 536-4949
Hui Ho'ona'auao I Na Opio Project (Hilo) – Phone: (808) 934-7420

Economic Development
Entrepreneur Training Project – Phone: (808) 535-6776
Training & Technical Assistance Project – Phone: (808) 535-7889

Corporate Development/Collaboration
Multi-Service System Project (Information & Referrals) –
Phone: (808) 535-6720
Native Hawaiian Resource Center – Phone: (808) 535-6750

Oahu Island Center
Kawaiahao Plaza, Hale Mauka
567 South King St., Suite 105 & 400
Honolulu, HI 96813
Phone: (808) 535-6720

Hawai'i Island Center
32 Kinoole St. # 102
Hilo, HI 96720
Phone: (808) 961-2625

Maui Island Center
1977 Kaohu St.
Wailuku, HI 96793
Phone: (808) 294-8545

Kaua'i Island Center
3129 Peleke St., Bldg. A
Lihu'e, HI 96766
Phone: (808) 245-8545

Moloka'i Island Center
Kulana Oiwi Multi-Cultural
Center
Maunaloa Hwy
Kaunakakai, HI 96748
Phone: (808) 553-5393

Catholic Charities Community & Immigrant Services (Kaua'i) – This community resource provides basic services such as emergency financial assistance, eviction prevention and pre-ownership counseling, credit repair, money management education, budgeting, and employment and training services. Location: 4453 Kapaia Rd., Lihu'e, HI 96766 – Phone: (808) 256-2400.

Maui and Kaua'i Economic Opportunity, Incorporated – This organization assists families or individuals toward employment, refers clientele to services and resources to additional services, provides job listings, assists with job applications, interview tips and resume preparation.

Kaua'i Economic Opportunity, Incorporated
2804 Wehe Road
Lihue, HI 96766
Phone: (808) 245-4977

Maui Economic Opportunity, Incorporated
99 Mahalani St.
Wailuku, HI 96793
Phone: (808) 244-4990

Honolulu Community Action Program (HCAP) – HCAP renders employment, educational, and training opportunities for the economically disadvantaged. Location: 1120 Maunakea St., Suite 280, Honolulu, HI 96818 - Phone: (808) 521-4631.

GED Preparation

Hawai‘i Department of Education, Adult Education – The adult education provides opportunities for people working towards high school diplomas (GED) as well as basic education and ESL classes in citizenship, languages, and special interests such as arts, crafts, sports, and cooking.

Site	**Address**	**Phone**
Honolulu	McKinley Community School 634 Pensacola St., #216 Honolulu, HI 96814	(808) 594-9540 (808) 594-0544 Fax
Central	Moanalua/‘Aiea Community School 2825-A Ala Ilima St. Honolulu, HI 96818	(808) 836-0072 (808) 831-7926 Fax
Leeward	Waipahu Community School 94-1211 Farrington Hwy. Waipahu, HI 96797	(808) 675-0254 (808) 675-0259 Fax
Windward	Windward School for Adults 730 Illiaina St. Kailua, HI 96734	(808) 254-7955 (808) 254-7958 Fax
Hawai‘i	Hilo Community School 450-C Waianuenue Avenue Hilo, HI 96720	(808) 974-4100 (808) 974-6170 Fax
	Kona Community School 74-5000 Puohulihuli St. Kailua-Kona, HI 96740	(808) 327-4692 (808) 327-4693 Fax
Maui	Maui Community School 179 Kaahumanu Avenue Kahului, HI 96732	(808) 873-3082 (808) 873-3046 Fax
Kaua‘i	Kaua‘i Community School 3607-A Laia Road #P-12 Lihu‘e, HI 96766	(808) 274-3390 (808) 274-3393 Fax

Hui Malama Learning Center – The center offers individual, group, and community educational programs for all ages including adult literacy, English as a second language, foreign language, high school equivalency, tutoring, test preparation, reading, writing, math, and other school subjects. Location: 375 Mahalani St., Wailuku, HI 96793. Phone: (808) 244-5911.

Hawai'i Job Corps Center, O'ahu and Maui – The Job Corps Center administers a residential program which provides basic education, vocational training, social skills training, work experience for out-of-school and underprivileged youth. Provides GED program and job placement upon completion. Also, provides a drug, alcohol and violence-free living environment.

Hawai'i Job Corps Center – O'ahu
41-467 Hihimanu St.
Waimanalo, HI 96795
Phone: (808) 259-6001

Hawai'i Job Corps Center – Maui
500 Ike Drive
Makawao, HI
Phone: (808) 579-8450

Literacy Support Services

Children & Youth, Governor's Office of Family Literacy Program: Maui – This family literacy program offers adult education and early childhood education within a family literacy context. Parents with children are eligible for admission. Offers writing, math and other training to obtain high school level equivalency. Location: Lihikai Elementary School, 335 South Papa Ave., Kahului, HI. Phone: (808) 873-3566.

Department of Education - Adult Education, Adult/Workplace Literacy Program – This program provides tutoring services in basic reading skills. Worksite coordinators will visit the workplace and tailor program to business needs. Services all types of businesses, hotels, hospitals, restaurants, etc. Also provides literacy programs for adult individuals. Location: 3607 A Laia Rd., Lihue, HI. Phone: (808) 274-3390.

Department of Education, Homeless Children and Youth – This department coordinates the Department of Education services for homeless children and youth, including assistance with enrollment, referrals for services, and some school supplies. Provides limited tutoring and homework assistance. Location: 595 Pepeekeo St. Bldg. H, Honolulu, HI. Phone: (808) 394-1384.

Kona Literacy Council, Kailua Learning Center – The literacy center offers English as a second language classes and one-on-one tutoring for adults who want to improve speaking, reading, writing, and math skills. Offers computer-assisted learning from some students. Location: 73-5766 Kuakini Hwy Suite 703, Kailua-Kona, HI. Phone: (808) 329-1180.

O'ahu Education Agency – The agency offers all forms of reading services including basic learning of reading, English as second language, speed reading comprehension, and tutoring. Location: 1594 Kalaniuka Circle, Honolulu, HI. Phone: (808) 373-2927.

Upward Bound, Maui Community College – The program promotes post-secondary education in low-income students. Includes an academic year program with counseling, tutoring and monthly meetings, and six-week summer residential program. Location: 310 Kaahumanu Ave, Kahului, HI. Phone: (808) 984-3299.

Upward Bound Program, University of Hawai'i at Hilo – This program offers tutoring, academic advising, college planning and preparation, counseling, and financial aid. Conducts a week-long tour of O'ahu colleges. Offers cultural, social, recreational, and other special activities and field trips. Provides leadership development and career exploration. Offers classes in writing, mathematics, oral communication, computer science and research wherein students work with tutors. Location: 200 W. Kawili St., Hilo, HI. Phone: (808) 974-7337.

Hamakua Literacy Council – The council provides individual tutoring in reading and basic skills. Helps with filling out forms, etc. Offers materials for adult reading with place of instruction determined by clients and trained volunteer tutors. Location: Honokaa United Methodist Education Bldg – Mamane St., Honokaa, HI. Phone: (808) 775-9435.

Hawai'i State Public Library System, Moloka'i Public Library, Moloka'i READS – The Moloka'i READS program provides free and confidential individual tutoring services by volunteers. Offers tutoring in basic skills such as reading, writing, and math. Assists client in preparing for various testing including GED. Helps with resume preparation. Location: 15 Ala Malama St., Kaunakakai, HI. Phone: (808) 553-5483.

Kohala Essentials Learning Project. The project provides adult basic skills training, tutoring for new adult readers and English as a second language tutoring. Offers one-on-one and small group classes by trained tutors. Phone: (808) 889-6411 (hours by appointment only.)

Hawai'i Literacy Inc. - This literacy program provides tutors for English speaking adults. Trains volunteers to teach reading and writing to adults. Offers family literacy programs in Kalihi and Wai'anae. Drop-in center serves adults with low-literacy and limited English. Location: 200 N. Vineyard Blvd., Suite 403, Honolulu, HI. Phone: (808) 537-6706.

Financial Assistance

Catholic Diocese, Catholic Campaign for Human Development – The organization collects and distributes funds "to help the poor help themselves." Church collections are from individual Catholics. Provides funds to award grants for groups in which 50% of decision-makers are considered disadvantaged. Location: 1184 Bishop St., Honolulu, HI. Phone: (808) 533-1791.

Hawai'i Community College Educational Talent Search – The college provides opportunities to enhance academic and personal development for students in intermediate or high school. Offers career exploration, personal counseling, self-development, study skills, tutoring, college planning, financial aid assistance, academic advising, college skills workshops, time management, cultural enrichment activities, recreation, and social events. Location: U.H. Center at West Hawai'i, Kealakekua, HI. Phone: (808) 322-4860.

Educational Opportunity Center, Maui Community College – The center provides individual and group assistance to enable clients to access post-secondary education or training programs. Provides free educational and college financial aid counseling, and financial aid application assistance. Maintains comprehensive library containing current career, educational, and financial aid information. Conducts outreach to high school students through presentations and one-on-one counseling. Location: Maui Community College, 310 Kaahumanu Ave., Kahului, HI. Phone: (808) 984-3286.

Maui Community College, Po'okela – This organization serves Native Hawaiian students by providing personal counseling, vocational counseling, financial aid, scholarship, crisis intervention, information and referrals, tutoring and retention activities. Location: 310 Kaahumanu Ave., Kahului, HI. Phone: (808) 938-3500.

West O'ahu Employment Corporation – This corporation refers residents of West O'ahu to jobs in the West O'ahu developments, especially Kapolei. Provides special training or other job related assistance, offers training, vocational and educational programs to help West O'ahu residents prepare for these job openings or changes in their careers. Some scholarships are available. Phone: (808) 696-4263.

Publication and Video Resources

Publications

1. **A Framework for Understanding Poverty**, by Ruby Payne, Ph.D. A very practical resource for understanding the perspective of the student from poverty within the context of the middle class mindset of public education. Useful explanations of the role non-standard English plays in the ability of students to perform on standardized tests, suggestions for what barriers need to be addressed before progressing with curriculum, and many staff development activities. Useful for both a classroom teacher as well as administration. $22.00 plus $4.50 for shipping and handling. Phone RFT Publishing at (800)424-9498 or e-mail RFTPUB@aol.com.
2. **Annotated Resource List: Supplemental and Support Services in Vocational Education**
This annotated resource listing is intended for professionals working to achieve the goals of the Carl D. Perkins Vocational Applied Technology Act of 1990, and has applications for the current law, as well. It contains descriptions of publications and organizations with a focus on effective practices for disadvantaged, disabled, limited-English proficient, and teen parent populations. A copy of this resource list can be ordered from the NCRVE by calling (800) 637-7652 or ordered electronically by e-mail: msmds@uxa.ec.bgu.edu.
3. **Career Magnets: Interviews with Students and Staff**
A.L. Heebner, R.L. Crain, D.R. Kiefoer, Y.P. Si, W.J. Jordan, B. Tokarska
This document reports on a large ethnographic study of students and staff in career magnet schools. The study concludes that the magnet schools made many students feel more hopeful about the future career opportunities. Contrary to conventional wisdom, preparing students for employment after high school did not deter them from pursuing college. In fact, knowing that they had skills that could pay their tuition or provide them with a fallback career seemed to make it easier for them to take the risk of aspiring to college. Many students also benefited by leaving their home neighborhood for a magnet school. A copy of this resource can be ordered from the NCRVE by calling 1-800-637-7652 or ordered electronically by e-mail: msmds@uxa.ec.bgu.edu.
4. **C-TAP, Career-Technical Assessment Program,** - WestEd (formerly Far West and Southwest Regional Laboratories) works on a range of educational priorities related to educational issues. Much of WestEd's work has focused on developing methods and techniques to assess student performance. WestEd is the developer of C-TAP. Call 1-415-565-3000 or access website at http://www.fwl.org for information.
5. **Work Keys** – The American College Testing Work Keys assess broad academic and work-readiness skills as well as specific occupational skills. Broad skills encompass the basic reading, writing, mathematics, and listening skills that are required on all jobs, as well as technological skills, communication skills, the ability to work in teams, observational abilities,

and the ability to locate information from various sources. Call (402) 346-5000 for information.

6. **Guide to Career Portfolio Student Workbook** – This resource is designed to help students make the school-to-work transition and develop a Career Portfolio. The resource materials are available at Harcourt Educational Measurement. Call 1-800-211-2578 to order the resource.
7. **Vocational Education for the 21st Century** by John V. Hamby, published by the National Dropout Prevention Center. Excellent resource for educators. This publication focuses on improving the opportunities for students whose problems place them at-risk. It presents ten demonstration projects that show vocational education's role in meeting the needs of at-risk students. Search ERIC database at http://www.cua/www/eric.
8. **The ERIC Clearinghouse on Assessment and Evaluation (ERICAE)** provides information and resources in the areas of student assessment and testing in education. ERIC/AE works on the methodology of measurement, research, evaluation, and the application of tests, measurement or evaluation in educational projects or programs. In addition, ERIC/AE can provide additional information and resources to practitioners interested in student assessment and evaluation. http://www.cua/www/eric.
9. **Learning by Serving: 2,000 Ideas for Service Learning Projects** – A very good source for service-learning programs in schools. It provides examples of many different projects around the country from all grade levels. The book provides examples and information on interdisciplinary projects such as intergenerational, environmental, or mentoring projects; single-discipline projects—such as language, math, science, art, or business projects; initiating service learning—ways to get projects, time, funding, etc. Available from Southeastern Regional Vision for Education (SERVE), 1203 Governor's Square Blvd., Suite 400, Tallahassee, FL 32301.
10. **A Sourcebook on Integrating Youth Service into the School Curriculum** – A comprehensive and well-presented manual describing service learning and the integration of youth into community-development projects. It includes a number of case studies, resources and materials such as checklists, lesson plans and step-by-step instructions on developing and implementing service learning projects. Available from the National Youth Leadership Council, 1910 W. County Road B, St. Paul, MN 55113-1337.
11. **School-Based Enterprise: Productive Learning in American High School** – This book describes the educational benefits of facilitating high school students in running a school-based business. These benefits include applying and extending knowledge acquired in the classroom, solving problems in the context of real social situations, and working in teams. School-Based Enterprise is both a theoretical and instructional resource. Jossey-Bass, 350 Sansome Street, 5th Floor, San Francisco, CA 94104.
12. **Education: How Can Schools and Communities Work Together to Meet the Challenge?** - This booklet is best used as a tool for discussions between community members. It is written as a series of "sessions" or group based around general questions:

- How have schools affected lives, and how they affect our community?
- What do we want our graduates to know and be able to do?
- How can we meet every student's needs?
- How can we make schools safer?
- How can we deal with racial/ethnic diversity?
- How can we provide quality education with limited resources?
- Making a difference: What can we do in our community?

This booklet is simple and direct. It will be best used to organize and facilitate meetings to discuss community-school relationships. Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258.

13. **Interagency Collaboration: Improving the Delivery of Services to Children and Families** – A useful guidebook outlining a process for developing family service centers within schools. In this case, a family service center is defined as "a collaborative strategy through which a range of services are co-located at a school." The benefits of these centers are described in detail. It lists examples of successful programs and practices. Southeastern Regional Vision for Education (SERVE), 1203 Governor's Square Blvd., Suite 400, Tallahassee, FL 32301.
14. **Building a Learning Community: A Guide to Family-Driven, School-Linked Services** - The guide helps in creating a partnership for school-linked services, in the understanding of the community and school perspectives, and in mapping the current community health and social service system. The guide provides the steps involved in establishing an information system, funding your program, creating an information and referral network between schools, and designing a full-service school. It includes examples of school-linked service projects and tools for looking at school-linked services for community involvement. Institute for Responsive Education, Northeastern University, 50 Nightingale Hall, Boston, MA 02115.
15. **School, Family, and Community: Techniques and Models for Successful Collaboration** - The purpose of this resource is to provide active school leaders with proven practices that will enhance the quality and effectiveness of parent, family and community involvement in ways that benefit the learning outcomes for students. This book features a solid, research-based partnership framework and detailed models for more than 25 real-life programs that have been proven effective in generating support and resources. Aspen Publishers, 200 Orchard Ridge Drive, Suite 200, Gaithersburg, MD 20878.
16. **Putting the Pieces Together: Comprehensive School-Linked Strategies for Children and Families** – This manual provides good information on ways to link schools and communities, and the most useful chapter has to do with "community assessment" (or asset mapping). Provides a concise brief description of how to conduct a community assessment that may be valuable. Laboratory, Document Reproduction Service, 1 (800) 547-6339, ext. 519, Northwest Regional Educational Laboratory.

Video Resources

1. **New Standards, The Public Reaction? Yes!** – In this video focus groups are solicited to determine what parents, teachers, students, and taxpayers think of high national standards and the agenda of New Standards. The reactions are recorded across the screen throughout the video. National Center on Education and the Economy, National Center Products. Phone: (888) 361-6233.
2. **New Standards: Only Our Best is Good Enough** – This video emphasizes that it is no longer appropriate for a small portion of our students to be expected to reach high standards while the rest graduate with the equivalent of a seventh-grade education. Interviews with the National Center on Education and the Economy President Marc Tucker, leading educators, innovate business leaders, and government representatives help illustrate how every classroom in America can provide consistent, high standards for all students. National Center on Education and the Economy, National Center Products. Phone: (888) 361-6233.
3. **High Performance Schools: No Exceptions, No Excuses** – This video illustrates how mass compulsory education modeled after industrial organizations, although functional in its time, is still implemented in our schools today, even though the world is a different place. The video presents a set of integrated initiatives that have been set forth in education to establish a performance-based system that provides tools, technical assistance, and professional opportunities. National Center on Education and the Economy, National Center Products. Phone: (888) 361-6233.

Professional Development

Pacific Resources for Education and Learning
1099 Alakea St.
Honolulu, HI 96813-4513
Phone: (808) 441-1300
Pacific Resources for Education and Learning (PREL) – is available to assist schools in strengthening and improving secondary level vocational education programs in Hawai'i. PREL places heavy emphasis on teacher training and staff development as the surest means of ensuring that graduates are adequately prepared to enter and succeed in postsecondary institutions or in the work world.

Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
(503) 275-9500
Northwest Regional Educational Laboratory (NWREL) – Through its career-based program, NWREL helps educators, businesses and the community prepare youth and adults for a quality work life, active citizenship and lifetime of learning. Staff development information is available by phone or on their website.

National Center on Education and the Economy (NCEE)
They offer a way to work together to tackle the tremendous challenges and opportunities educators face in improving the workforce development program. They provide trained educators on strategies to reconnect out-of-school youth with education and employment options and offer suggestions on building school-to-career transition systems to help move young people from basic education and training to rewarding careers. Visit the NCEE website (http://www.ncee.org) for information.

Websites for Serving the Economically Disadvantaged

http://www.rubypayne-poverty.com/

The site for "Ruby Payne on Poverty," a collection of publications and staff development tools. Dr. Payne has developed materials for the understanding of the economically disadvantaged student, as well as ways to address such dynamics within the structure of the educational system. Website has information on staff development opportunities, publications, workbooks, and discussion forums.

http://www.ask2000.org

ASK 2000 is a statewide information and referral service, which offers a vast array of community and governmental resources in areas such as education to counseling, housing, etc.

http://www.uwgb.edu/-ctredu/index.htm.

The Center for Education and Workforce Competitiveness website contains access to current STW publications resources, and research materials, curriculum offerings, and information on School-to-Work practices across the state of Wisconsin as well as some national examples.

http://www.stw.ed.gov

The National School-to-Work Learning and Information Center website includes resource bulletins on curriculum instruction, assessment and accountability. A great resource for educators involved in vocational education.

http://www.ode.ohio.gov

The Vocational and Adult Education, Ohio Department of Education resource library provides a wealth of information to vocational educators. These can be incorporated into career guidance, counseling, curricula infusing school and work-based experiences, etc.

http://www.hawaii.edu/wccc

This website serves as a clearinghouse for 30,000 curriculum and resource materials useful to vocational education students. The staff will assist with database searches. Can also be accessed by phone at 956-7834.

http://uhfamily.hawaii.edu/

The Center on Family has numerous free pamphlets, publications, and research projects aimed at helping economically disadvantaged families.

http://www.welfareinfo.org

Provides information useful to teachers and counselors such as publications about adolescence and poverty issues.

http://www.ed.gov/offices/OESE/ESEA/factsheet/html

Developed by the U.S. Department of Education, this website presents information about the Improving America's Schools Act, which is a catalyst for high quality school reform for disadvantaged students.

http://www.alx.org

This website is designed by the federally funded Employment and Training Administration for those engaged in job development and placement, career guidance and counseling, assessment, labor market information dissemination, job seekers, employers and students exploring the world of work. This site lists training resources and providers, skill identification services to identify the skills needed for a business, and general resources such as books, videos, software, and workshops within the workforce development system.

http://www.acinet.org

America's Career Infonet. This site serves as a career resource library with four main sections: Occupational Information, Job Search Aids, Job and Resume Books, and Relocation Information.

http://www.serve.org/nche

This website can provide a useful overview for teachers and counselors. The National Center for Homeless Education has information and lists of programs and resources for education of homeless children and youth. Its purpose is to help educators and advocates increase homeless students' access to and success in educational opportunities. Has links to state programs.

http://www.welfareinfo.org/teen.htm

This informative "overview" can be useful for teachers and counselors. Has free publications on-line about adolescence, teen pregnancy, poverty issues, and other related topics. Explains new welfare reform law and its application to teen parents, as well as the programs being offered. Provides data on teen parents and explains their needs for support services and parenting education.

http://www.welfareinfo.org/postsec.htm

Information on grant sources for economically disadvantaged and information on education and training advocacy and support networks. Extensive links.

http://www.ctahr.hawaii.edu/~cof

The Center for Research on the Family, locally based, has numerous free pamphlets and publications, as well as research projects aimed at helping economically disadvantaged families. Free resource kit for child rearing, ages one to five. Can get material by phone, mail, fax.

Funds for Economically Disadvantaged

Federal and State vocational, student support, and Transition Center Allocations, are intended for all vocational education participants, including teen parents, single parents, and displaced homemaker students.

Fund Source	Amount	Eligibility	Age/Grade	Other
Carl Perkins Vocational and Technical Education Act of 1998	$5.4 million for Hawaii	Vocational students	Grades 7-12 and post-secondary adults	This amount must cover a broad range of vocational education costs including staff development, program improvement, instruction, data collection, and other special populations. However, small amounts may be available to supplement special populations who are vocational students for items such as tuition assistance, books and supplies, etc.
Improving America's Schools Act, Title III, Part B, Subtitle B, EDUCATION OF HOMELESS CHILDREN AND YOUTH	$100,000 statewide	Homeless children and youth	K-12	Tends to support coordination efforts
Special Needs	$2,886,840	Supplemental funds to 75 schools with a high proportion of at-risk students, including low socio-economic status	Designated elementary, middle and high schools	Supplemental funds to schools to assure that these students have the same opportunities to achieve performance standards goals.
Comprehensive Student Support System	$1,512,239	All students	K-12	Draws together resources of the classroom, school, and community to provide social, emotional, and physical environments that help students attain personal success and achieve performance standards. Funds pay for complex resource teachers.

Information has been edited from various department sources, and significant details may have been omitted. Details available from department officials. Information provided is subject to change

Fund Source	Amount	Eligibility	Age/Grade	Other
Vocational and Applied Technology	$5,717,538	Pre-vocational and vocational students, including the six special populations as defined in the current federal vocational education law: limited English proficiency, economically disadvantaged single parents, nontraditional, students with disabilities, and displaced homemakers.	Grades 9-12	Provides education and training for employment purposes and/or progression into post-secondary programs. This includes Vocational Student Organizations, a means of developing leadership training and personal development. Vocational Workstudy Funds are also part of this sum.
Transition Centers	$832,013	All Students at High Schools that have transition centers. (Farrington, McKinley Kaimuki, 'Aiea, Waialua, Hilo, Konawaena, Pahoa, Castle, Kailua, Waipahu, Wai'anae, and Nanakuli)	Grades 9-12	Provides services to assist students in making realistic career and employment decisions. Services provided to teachers, counselors, and students which include career development workshops, field trips, employment preparation and referrals to job openings.
Title I of the Improving America's Schools Act (IASA)	$20,200,000	Schools ranking 50 percent or above on the poverty criteria	K-12	Used to improve the entire school, focusing on professional development, improved curriculum, instruction, parents, and other members of the school community. Schools must develop an improvement plan which reflects input for all of these groups and supports the goal of all students achieving high standards.

Persons with Disabilities

An individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual or who has been evaluated as needing special education and related services.

— The Vocational Education Multi-year Plan for Hawai'i

- ✔ Tips for Teachers, Students, and Parents
- ✔ Curriculum Modifications
- ✔ Activities
- ✔ Community Resources
- ✔ Publications
- ✔ Web Sites
- ✔ Staff Development Resources
- ✔ Funding Streams
- ✔ Relevant Laws

Only 32% of disabled people of working age (18-64) work full or part-time compared to 81% of the non-disabled population, a gap of 49% points. More than two-thirds of those not employed say they would prefer to be working.

But, there are hopeful signs indicating the success of the ADA. Among young people with and without disabilities, age 18-29, the employment gap is only 25% and narrowing. Large numbers of people with disabilities reported that conditions had improved for them during the past four years. This reflects intensive efforts by the disability community, employers, and community leaders, as well as advances in technology, and greater accessibility. The Americans with Disabilities Act is having an impact. We must all work to close the gaps. This is America's Disability Agenda in the new millennium."

—Humphrey Taylor, Harris Poll Chair

Tips for Teachers
When a Student with a Disability Enrolls in Your Class

Adapted from Hartford Community College: A Faculty Guide and Guide for Students with Disabilities; and Transition Planning Guide, State of Hawai'i, Department of Education, July 1998.)

1. Free yourself from limitations, there is no obligation to like all persons with disabilities or to always expect that they will or will not do well.
2. See every person with a disability as an individual. Do not over estimate their "limitations" or accommodate the student beyond what is reasonable.
3. Expect the student with a disability to meet the same standards of academic performance as other students.
4. At the beginning of each term, make a general announcement to your class regarding your willingness to discuss any student's special needs.
5. The accommodations provided to the student with a disability merely assures that the student is being provided an equal opportunity not an unfair advantage, e.g. extended testing time.
6. Do not be afraid of saying and doing the wrong thing. Communication is the key and any feelings of being uncomfortable disappear over time if interactions are encouraged.
7. Start with the individual student with a disability. He or she is the best "authority" on what they can and cannot do.
8. If you have a Deaf student in class with a sign language interpreter, address the student with your questions, not the interpreter.
9. Sign Language Interpreters are not tutors, their job is to "translate" what is spoken into sign language for the student.

Transition for high school students with disabilities to post-secondary or vocational training programs.

Each institution or program has a designee who oversees/coordinates support services for students with disabilities at the site. Information such as classroom support services, auxiliary aids, adaptive equipment is available by contacting the institution or program's student services department. They can refer you to the appropriate personnel.

Good Teaching Practices also Support Students With Disabilities

1. Provide students with a detailed course syllabus and make it available before classes start.
2. Announce reading assignments in advance especially for students using taped textbooks and materials.
3. Allow alternative testing methods e.g. oral exams, taped exams.
4. Start lectures with a review of the prior session and provide an outline of material to be covered. At the end of the period, summarize key points.

5. Write new or technical vocabulary on the blackboard.
6. Provide study questions for exams that demonstrate the format as well as the content of the test. If essay items are given, explain what constitutes a good answer.
7. Reinforce lectures or discussions by putting major topics or outlines of the material on the board.
8. Encourage students to ask questions during or after class to insure that the material is being understood.
9. Give assignments in both written and oral form to avoid confusion.
10. When writing on the board, verbalize what is being written.
11. In discussions, or answering questions, restate the question before giving the answer.

"Aerodynamically the bumble bee shouldn't be able to fly, but the bumble bee doesn't know it so it goes on flying anyway."

— Mary Kay Ash

Tips for Students:
Getting the most out of school

1. Get to know your instructors.
2. Don't overload yourself.
3. Talk to other students with disabilities, find out what they do and how they do it.
4. Be able to explain your disability and how it affects your ability to learn in the classroom.
5. Know what accommodations you need in the classroom:

    - notetaker, reader, scribe, sign language interpreter
    - tape recorder
    - accessible table, chair
    - taped textbooks
    - oral testing
    - extended time in an alternate location
    - enlarged instructional material, handouts

6. Know what kind of adaptive technology you need to use:

    - tape recorders
    - calculators
    - magnifiers
    - braille key pads
    - voice synthesized software
    - voice activated software
    - portable language/spell master
    - print enlarger

7. Actively participate in your IEP meetings.
8. Actively seek career guidance, take career inventories.
9. Find out what your interests are and what careers or jobs match your interests.
10. Have copies of your IEP and other evaluations, such as career exploration evaluation/assessments etc.
11. Take risks, be resourceful
12. Remember that any effort you make in finding out more about who you are and what you like to do can only help you in your future.
13. Believe in yourself.

Make the most of your study time!

1 Attend all classes.
2. Get to know your instructor.
3. Review previous material and preview new material before going to class. Write down any questions you have on the material before class.
4. Sit toward the front of the class so you are able to maximize and focus on the lecture or demonstration.
5. If you are taping the class lecture, set the counter to zero and if you have any questions or want to especially review a certain section, write down the counter number in the margin of your notes for easy review.
6. Review tapes and/or notes as soon as you can, preferably the same day. Rewrite your notes, highlight and summarize main points.
7. Keep a special section in your notebook for vocabulary, technical words, important terms with their definitions.
8. Keep a master calendar, enter all assignments and exam dates. Work backwards from the exam date or assignment due date and schedule when you need to start. Break down the information you need to do or review and create a study schedule so you can keep on task to complete your studying and/or work on time.
9. Ask your instructor for feedback and suggestions. If you are not sure about an exam or assignment, call your instructor for help early.
10. Ask your instructor to announce your interest in forming a study group or find another classmate to study with.
11. Check out learning resources available in school such as workshops on study skills, time management, grammar skills, test-taking, learning styles etc.
12. Participate in activities in school, get to know your classmates, join clubs or interest groups.

Important questions when looking at vocational programs

1. Are there any admission requirements of students?
2. What placement tests are required? What do these tests consist of?
3. Are accommodations allowed on these tests?
4. How does a student qualify for accommodations?
5. What kinds of accommodations are available?
6. Is there a special program for students with disabilities?
7. What services and support does the college or program provide?
8. Who is the contact person?
9. Is there a support group for students with disabilities?
10. Are reduced course loads allowed because of a disability while still maintaining fulltime student privileges?
11. Is tutoring available?
12. How large are the classes?
13. Does the program have any adaptive/assistive technology?

Tips for Parents:

Pointers for Supporting Your Child In School

1. Be sure that testing evaluations are up to date before high school graduation.
2. Obtain a copy of all special testing records before high school graduation. These records are valuable in establishing the need for disability support services to students.
3. Contact your local Department of Vocational Rehabilitation. They can provide a variety of services to eligible students with disabilities and can assist in job placement after vocational education programs are completed.
4. Have a good understanding of the amount of help your child is receiving in school. It is important to know the depth of support your child requires and what is needed.
5. Some schools have classes or programs in study skills and time management. If offered at your child's school encourage him or her to take them. These skills will be important as they continue in vocational education programs.
6. Help your child increase their independent living skills. Help them manage their own checking accounts, do their own laundry, cleaning etc.
7. Encourage part-time jobs, volunteer experiences, these are helpful to improve socialization skills as well as give a better understanding of work situations and expectations.
8. Help your child understand their disability and be able to articulate their strengths and areas of improvement as well as compensating techniques and accommodations that work best for them.
9. Help them to understand how their disability may be connected to social experiences with peers, families and others.
10. Encourage them to be self-advocates. A first step is the ability to discuss their disability and the accommodations that they need.
11. Contact the advisors or counselors at the school regarding vocational programs and support services before applying.
12. Visit the school or campus and arrange for opportunities to shadow another student already enrolled to see what it is like at the school.
13. Inquire as to whether there are special orientations or transition programs for new students with disabilities.
14. Encourage your child to have their own membership in disability organizations. This will help them keep informed about new resources and aids that may help them in their vocational program.
15. Make sure it is the student's choice to enroll in the program. Personal interest and motivation are valuable fuels for the extra hours preparing and studying that lie ahead.

Curriculum Accommodation and Activities For Students with Disabilities

Teaching Students with Chronic Illness or Pain

Some students have medical conditions that are "non-apparent" (not easy to see), but cause serious problems in an educational setting. Students can be disabled by chronic illness such as asthma, diabetes, cardiopulmonary disease, cancer, chronic fatigue, immune deficiency syndrome, and seizure disorders. They can also be disabled by medical conditions that cause intense and continual pain: for example, repetitive stress injury, post-surgery, and back problems.

Symptoms of all these conditions can be unpredictable and fluctuating. Students with chronic illness or pain may have limited energy and difficulty walking, standing, or sitting for a long time. Their pain, or the side-effects of medications, may cause them to become dizzy or confused, making it hard for them to pay attention in classes, complete out-of-class assignments, do library research, and stay focused during exams.

The following suggestions may help you to work effectively with students who have disabling medical conditions.

- Medical conditions, including medication side-effects, can cause problems with fatigue and stamina which adversely affect attention and concentration. For these reasons, students with medical conditions may need extended time on exams.
- Students with some medical conditions may become dizzy and disoriented, or may lack physical stamina. Thus they may be unable to quickly get from one location on campus to another. For these reasons, a student may be late getting to class.
- Preferential seating may be necessary to meet student needs. In a few situations, students may be unable to use the type of chair provided in a particular classroom. If they are forced to stand during class, students may need podiums on which to rest open books and write.
- Instructors in courses requiring field trips or internships need to work with their students and the appropriate disabled counselor or facilitator to be sure the student's needs are met. For example, the students may need assistance with transportation, special seating, or frequent rest-breaks.
- Some students experience recurrence of a chronic condition requiring bed rest and/or hospitalization. In most situations students are able to make up the incomplete work, but they may need extra time.

Teaching Students Who Are Deaf or Hard of Hearing

Students who are deaf or hard of hearing face enormous obstacles in an academic setting. It is essential that instructors maintain effective communication with these students, though instructors may sometimes initially feel awkward working with sign language interpreters or resorting to visual communication techniques (body languages, gestures, and facial expressions).

Students who are deaf or hard of hearing are not all alike. Some are extremely adept at reading lips and other are not; some communicate orally and others use sign language, gestures, writing, or a combination of these methods. In class, students who are deaf may have sign language interpreters, or they may rely on real-time captioners (people who immediately type whatever is said so that the spoken utterance can be read on a computer screen). Students who have some usable hearing may use a device to amplify sounds: in class they may rely on hearing aids alone, or they may use an "assistive listening device." When students are using assistive listening devices, instructors may be asked to wear cordless lapel microtransmitter.

The following are suggestions for improving the academic situations of students who are deaf or hard of hearing.

- Always speak directly to the student, not to the student's sign language interpreter.
- During class discussions, ensure that no more that one person speaks at a time. When a class member asks a question, repeat the question before answering.
- Loss of visual contact may mean loss of information for some students who are deaf or hard of hearing. Unless the students are using sign-language interpreters or real-time captioners, be sure that the students have visual contact with you before you begin lecturing. Avoid giving information while handing out papers or writing on a chalkboard.
- Provide seats near the front of the class so students with hearing impairments can get as much information from visual and auditory clues as possible.
- Use captioned videos, and provide an outline or summary in advance. If the classroom must be darkened, be sure that the student's interpreter is clearly visible.
- When reading directly from a text, provide an advanced copy and pause slightly when interjecting information not in the text.
- When working with the chalkboard or an overhead projection system, pause briefly so that the student may look first at the board/screen, and then at the interpreter, to see what is being said.

Teaching Students with Learning Disabilities

Students with learning disabilities have normal or better intelligence, but they also have severe "information-processing deficits" that make them perform significantly worse in one or more academic areas (reading, writing, math) than might be expected, given their intelligence and performance in other academic areas. Though all learning disabilities are different, students with learning disabilities report some common problems, including slow and inefficient reading; slow essay writing, with problems in organization and the mechanics of writing; and frequent errors in math calculation.

The following suggestions may be helpful in working with students who have learning disabilities, and also those who have head injuries.

- Students with learning disabilities may take longer to complete exams and may need extended time.
- Students with learning disabilities may also take longer to complete assignments, so it is particularly important to provide a detailed syllabus at the beginning of the class. The syllabus should list all assignments and due-dates.
- If possible, provide frequent opportunities for feedback: for example, weekly quizzes on assigned reading, instructor review of early drafts or essays, error-analysis of tests. If a student's written exams seem far inferior to the student's class work, the two of you can meet during office hours for a discussion of the exam questions. This discussion will give you a better idea of what the student really knows and how you can help the student produce better exams or other written work.
- Encourage students to contact you in order to clarify assignments. You might suggest that students re-phrase the assignment and send the re-phrased version to you via e-mail, confirming that the student has understood the assignment or correcting misunderstandings.
- Well before the beginning of your class, leave a list of required and recommended texts at your department office, or with the appropriate counselor, with instructions that students with disabilities should be permitted to make copies of the list. (Or put the book-list on your course website.) Some students with learning disabilities will need their textbooks ordered from Recordings for the Blind and Dyslexic, and receiving the books takes time.
- Sometimes, for disability-related reasons, students may be unable to read aloud or answer questions when called on. If students make you aware of these difficulties, you and the students can discuss other ways they can meaningfully participate in class sessions: for example, volunteering comments or making short presentations.
- Compose exams in a way that makes them accessible for students with learning disabilities.
- Make sure that exams are clearly written or typed, in large black letters or numbers, with spaces between lines and with double or triple spaces

between items. To avoid visual confusion, avoid cramming too many questions or math problems onto one page. Print questions on only one side of the paper.

- Group similar types of questions together: for example, all true/false, all multiple-choice, all short-answers. Leave several spaces between multiple-choice items.
- Permit students to circle answers in the test booklet rather than darkening circles on a Scantron sheet.
- Allow students to use paper in preparing answers to essay questions. (Encourage students to turn in preliminary outlines or scrawled notes with the completed exam.)
- Suggest that math students use graph paper (or lined paper turned sideways) to ensure neatness and avoid confusion when performing math calculations.

Teaching Students with Attention-Deficit/Hyperactivity Disorder

Attention-Deficit/Hyperactivity disorder (ADHD) is characterized by a persistent pattern of frequent and severe inattention, hyperactivity, and/or impulsiveness. People with ADHD have many problems in academic settings. Some of these problems are similar to the problems of people with learning disabilities: slow and inefficient reading, slow essay-writing, and frequent errors in math calculation and the mechanics of writing. Other problems are especially characteristic of ADHD; students with ADHD have serious problems with time-management, task-completion, organization, and memory.

The following suggestions may help you work more effectively with students with ADHD or Attention Deficit Disorders.

- Students with AHDH generally perform better if given a syllabus with clear explanations of tasks and specific due-dates. As the semester progresses, keep reminding students of impending deadlines.
- Whenever possible, start each lecture with a summary of material to be covered, or provide a written outline. If you use broad margins and triple-space, students will be able to take notes directly onto the outline: an aid to organization. At the conclusion of each lecture, review major points.
- Students with AHDH may tend to "drift" mentally during class, especially during long lectures. They are better able to stay tuned-in when the class material is stimulating and the format varied (for example, lecture alternating with presentations and class discussion). If the class goes for several hours, be sure to permit several breaks.
- Students with ADHD are often distractible, so you should invite them to sit near the front of the class, away from possible sources of distraction (for example, doors, windows, and noisy air conditioning).

- Avoid making assignments orally, since ADHD students may miss them. Always write assignments on the chalkboard, or (even better) pass them out in written form.
- Provide test-sites that are relatively distraction-free; when students are taking tests with extended test-time, do not ask them to move from one test-site to another.
- For lengthy projects or long papers, help the student break down the task into its component parts. Set deadlines for each part; for example, there might be deadlines for the proposal of an essay topic, for a research plan, for the completion of research, for pre-writing to find the essay's thesis, for a writing-plan or outline, for a first-draft, and for a final edited manuscript.

Teaching Students with Limited Manual Dexterity

Students may have limited manual dexterity as a result of illness or injury. In this age of the computer, increasing numbers of students are developing carpal tunnel syndrome, which causes them to suffer severe pain when they take notes or write exams. The following are some suggestions on working with students who have limited manual dexterity.

- Whether they handwrite, use computers, or dictate to amanuenses, students with limited manual dexterity generally need extended time for examinations.
- Students with limited manual dexterity need frequent rest breaks during exams, since handwriting and typing are slow and painful, and dictating to an amanuensis is difficult and mentally fatiguing.
- During lab sessions, students with limited manual dexterity often need assistants to manipulate equipment, make notes, and complete lab reports.

Teaching Students with Mobility Impairments

Mobility impairments can have many causes: for example, cerebral palsy, multiple sclerosis, muscular dystrophy, and spinal cord injury. Students with mobility impairments have varying physical limitations and may use crutches, braces, or a wheelchair.

The following are some suggestions on working with students who have mobility impairments.

- Students who have upper body limitations may need notetakers, extended exam time, and audiotape recorders or scribes to record exam answers. You'll need to provide exam rooms in which students can dictate into audiotape recorders or confer with scribes without disturbing other exam-takers.

- Students with upper body weakness may not be able to raise their hands to participate in class discussion. Establish eye contact with the students and call on them when they indicate that they wish to contribute.
- A wheelchair is part of a student's "personal space." No one should lean on a chair, touch it, or push it unless asked. Whenever you are talking one-to-one with a student in a wheelchair, you yourself should be seated so the student does not have to peer upward at you.
- Students with severe mobility impairments may be late to class. Some are unable to quickly move from one location to another due to architectural barriers, inadequate public transportation, or hilly terrain on campus.
- Special seating arrangements may be necessary to meet students needs. Students may require special chairs, lowered tables on which to write, or spaces for wheel chairs. In laboratory courses, students who use wheelchairs may need lower lab tables to accommodate their chairs and allow for the manipulation of tools or other equipment.
- Instructors in courses requiring field trips or internships need to work with students to be sure the students' needs are met. For example, the students may need assistance with transportation, special seating, or frequent rest-breaks.
- Not all mobility impairments are constant and unchanging; some students experience exacerbation or relapses requiring bedrest or hospitalization. In most cases, students are able to make up the incomplete work, but they may need extra time.

Teaching Students with Psychological Disabilities

Some students have psychological disabilities such as depression, bipolar disorder, or severe anxiety.

Every case is different, but there are some commonalties in the academic experiences of students with psychological disabilities. Students may report difficulties with focusing, concentrating, and completing work in a timely fashion. Reading, writing, and math may require extra effort and more time. Ability to function effectively may vary from day to day, in response to stress, students may experience an increase in symptoms. Medications help with some symptoms of psychological disability, but medication side-effects (for example, drowsiness or headaches) can contribute to a student's academic problems.

The suggestions for working with students with learning disabilities and attention deficit hyper-activity disorder may also be appropriate for students with psychological disabilities. For disability-related reasons, these students may sometimes have to miss class, or even leave the room in the middle of a class. The students will be responsible for the content of any lectures missed, but they will appreciate your helping them to fill in the gaps.

Teaching Students with Speech Impairments

Speech impairments can have many causes; dysfluencies such as stuttering, neurological conditions such as Tourette's syndrome, surgical removal of the larynx, stroke, traumatic head injury, and degenerative illness. Students with speech impairments may communicate in various ways. Some students speak with their own voices, or communicate through assistants who interpret their speech to other people. The following are some suggestions on working with students who have speech impairments.

- In communicating with students who have speech impairments, resist the temptation to indicate that you have understood when in fact you have not. Students with speech impairments are accustomed to being asked to repeat, so don't be afraid that you'll offend them if you ask them to "say it again" or to spell the words that you can't decipher.
- When students have speech impairments, meet with them early in the semester to discuss their communication styles and how they can best function in your classroom. Will they be able to answer if you call on them? Will they be able to ask questions and make comments during class discussions, or do oral presentations? If not, are there other ways the students can demonstrate competency: for example, by completing and extra essay or project?
- If a communication assistant accompanies the student to class, address your comments and questions to the student rather than the assistant.

Teaching Students with Visual Disabilities

Like students who are deaf or hard of hearing, students with visual disabilities are at great disadvantage academically. Though they can hear lecturers and discussions, class syllabi, textbooks, chalkboard diagrams, overhead projects, films, maps videos, printed exams, Scantron answer sheets, laboratory demonstrations, and Internet websites designed to be navigated by clicking on images can be major barriers for them.

Students with visual disabilities vary considerably. Some have no vision, others are able to see large shapes, and still others can read standard print if magnified. Depending on their disabilities they may need extra time for exams and projects, and many use readers or scribes for exams.

Most students with visual disabilities take advantage of assistive technology. Computers can enlarge print, convert printed material to Braille; read the text on a computer screen aloud; or scan books, articles, and other printed materials and then read their text. Some students also use audiotape recorders, portable note-taking devices, or talking calculators.

The following are some suggestion on instructing students with visual disabilities.

- Students with visual disabilities may need preferential seating. Your student should be seated near the front of the class to hear clearly what is being presented and to see as much as possible.
- Well before the beginning of your class, leave a list of required and recommended texts at your department office, or with the appropriate counselor, and tell the office staff that students with disabilities should be permitted to make copies of the list. (Or put the book-list on your course website.) Some students with visual disabilities will need their textbooks ordered from Recordings for the Blind and Dyslexic, and receiving taped books takes time.
- When using an overhead projector with transparencies, use a large print-size: at least 18 points. Provide additional time for students with visual disabilities to copy the material to make it accessible.
- Allow the student to audiotape lectures or use a notetaker.
- Pace the presentation of material; if referring to a textbook or handout, allow time for students with visual disabilities to find the information.
- When lecturing, avoid making statements that cannot be understood by people without sight: for example, "This diagram sums up what I am saying about statistics." (Don't worry about using words and phrases that refer to sight: for example, "See you later!" Such expressions are commonly used, and most people with visual disabilities don't find them offensive.)
- Read aloud everything that you write on the chalkboard. Verbally describe objects and processes whenever possible.
- In making comparisons and analogies, use familiar objects that don't depend on prior visual knowledge. Foods and objects found around the house are good choices. You might say, for example, that a particular dance movement requires a lot of weaving and turning, "like getting from one side of the living room to the other on moving day."

(Adapted from, "Teaching Students with Disabilities, UC Berkeley, 1999)
Examples of Academic Accommodations

Examples of Academic Accommodations

Disability:	Accommodations:
Low Vision	Large print lab handouts, lab signs, and equipment labels TV monitor connected to a microscope to enlarge images Class assignments made available in electronic format Computer software to enlarge screen characters and images Notetakers
Blindness	Audio-taped or Brailled lecture notes, handouts and texts Raised-line drawings and tactile models of graphic materials Braille lab signs and equipment labels Adaptive lab equipment (eg. talking thermometers and calculators, light probes and tactile timers) Class assignments made available in electronic format Computers with optical character reader, voice output, Braille screen display and printer output Notetakers
Hearing Impairment	Sign Language Interpreters, "real-time" captions, FM System, notetaker Face turned toward student when speaking; use of visual aids Written assignments, lab instructions, demonstration summaries Visual warning system for lab emergencies Use of electronic mail for class and private discussions Notetakers
Learning Disability	Notetakers and/or audio-tape class sessions Extended time on exams etc., alternative testing arrangements Visual, aural, and tactile demonstrations incorporated into instruction Computer with voice input and output, spell checker, and grammar checker
Mobility Disability	Notetakers/lab assistants; group lab assignments Classrooms, labs and field trips in accessible locations Adjustable tables; lab equipment located within reach Class assignments made available in electronic format Voice activated software for the computer
Health Disability	Notetakers Flexible attendance requirements, extended time on tests etc. Assignments made available in electronic format; use of email to facilitate communication

Approaches in the Classroom Alternatives for Students with Disabilities

(adapted from the Learning Disabilities Quarterly, Volume 1, Fall 1978)

I. Classroom Organization

- Vary Grouping Arrangements
  - Large group instruction
  - Small group instruction
  - Individual instruction
  - Peer tutoring
  - Independent self-instructional activities
  - Learning centers
- Vary Methods of Instruction
  - Teacher directed
  - Learning directed

II. Classroom Management

- Vary Grading Systems
  - Homework
  - Tests
  - Class discussion
  - Special Projects
- Vary Reinforcement Systems
  - Grades
  - Progress charts
  - Special activity
  - Praise

III. Methods of Presentation

- Vary Content
  - Amount to be learned
  - A time to learn new information
  - Conceptual level
- Vary General Structure
  - Advanced organizers
  - Previewing questions
  - Cues, mnemonic devices
  - Provide immediate feedback
  - Involve students actively
  - Repetition
- Vary Type
  - Verbal-lecture, discussion
  - Written-texts, worksheets
  - Demonstration
  - Audio-visuals
  - Tape recorders
  - Videos (with captioning)
  - Overhead transparencies

IV. Methods of Practice

- Vary General Structure
  - Amount to be practiced
  - Time for practice
  - Group/Individual
  - Teacher directed/independent
  - Items ranging from easy to difficult
- Vary Level of Response
  - Copying
  - Recognition
  - Recall with cues
  - Recall without cues
- Vary Type of Materials
  - Sample worksheet
  - Texts
  - Videos (with captioning)

V. Methods of Testing

- Vary Type
  - Verbal
  - Written
  - Demonstration
- Vary General Structure
  - Group/individual
  - Amount to be tested
  - Objective/essay
  - Time for completion
- Vary Level of Response
  - Recognition
  - Recall with cues
  - Recall without cues

Catch the Flip Side

Name____________________________

These are situations that would be generally perceived as "bad". In the box on the right, write the possible good that could result. Two ways of maintaining healthy thinking regarding the self are personal affirmations and an optimistic view of things - turning the bad into good. The power of the mind cannot be underestimated. That which is thought and spoken shapes what happens.

1. Father is transferred to another city.
2. Sprained ankle results in not going on a field trip.
3. A cold makes it impossible for you to do your part in the school play.
4. You fail an English test.
5. You are paired with someone you do not know for a science project.
6. No TV/ radio/or phone for a week.

A Positive Change

Name___________________________ Date______________________

Write a "C" besides each "cop out" statement and an "R" beside each responsible statement. On the back of this paper, change each "cop out" into a responsible statement.

____ 1. There isn't enough time!

____ 2. If they would just leave me alone, I could get everything done.

____ 3. I needed to call those people earlier last night.

____ 4. My mother didn't tell me to do it.

____ 5. You were suppose to help me!

____ 6. I thought that Ms. Haynes took care of those lists.

____ 7. I need to schedule my time better.

____ 8. None of this would have happened if my brother didn't do that.

____ 9. They should have called to remind me.

____ 10. If I was better organized, no one would need to put a note in my box.

____ 11. I need to be more careful about what I tell my friends.

____ 12. I forgot to write it down on my calendar.

Personal Qualities Questionnaire

Name________________________ Date___________________

EVALUATION

Evaluate yourself by placing a check mark under the column "Never", "Seldom", "Often", or "Always" for each statement. Be honest and answer as accurately as possible.

I am...	Never	Seldom	Often	Always
1. Friendly	____	____	____	____
2. Angry	____	____	____	____
3. Happy	____	____	____	____
4. Successful	____	____	____	____
5. Sad	____	____	____	____
6. Passive	____	____	____	____
7. Brave	____	____	____	____
8. Scared	____	____	____	____
9. Loved	____	____	____	____
10. Assertive	____	____	____	____
11. Helpful	____	____	____	____
12. Likable	____	____	____	____
13. Trusted	____	____	____	____
14. Truthful	____	____	____	____
15. Cooperative	____	____	____	____
16. Aggressive	____	____	____	____
17. Thoughtful	____	____	____	____
18. Considerate	____	____	____	____
19. Loyal	____	____	____	____
20. Healthy	____	____	____	____
21. Jealous	____	____	____	____
22. Shy	____	____	____	____
23. Outgoing	____	____	____	____
24. Confident	____	____	____	____

Community Resources Supporting Persons with Disabilities

Association of Higher Education and Disability (AHEAD)
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA 02125-3393
(617) 287-3880
FAX: (617) 287-3881
Email: ahead@postbox.acs.ohio-state.edu
International association of post-secondary support service providers of students with disabilities. Founded to address the concerns for upgrading the quality of service and support available to persons with disabilities in higher education. Support available through AHEAD: training and professional development, information on disabilities, technical assistance hotline, information on Office of Civil Rights findings, and court decisions.

Disability Access Information and Support (DAIS)
2938 Northwest Boulevard
Columbus, Ohio 43221
(614) 481-9450 (V/TTY)
FAX: (614) 481-9451
Email: JaneJarrow@aol.com
Private company of Dr. Jane Jarrow, renown national expert, consultant on technical assistance for disability issues in post secondary education. Services include, publications, a newsletter, in-service training, program reviews, grant writing/editing (for fee).

Disability and Communication Access Board (DCAB)
919 Ala Moana Blvd
Room 101
Honolulu, Hawai'i 96814
586-8121 (V/TTY)
FAX: 586-8129
The mission of the DCAB is to advocate and promote the full integration, independence, equal access, and quality of life for persons with disabilities in society. Serves as public advocates regarding legislation, rules, policies, procedures and plans relating to persons with disabilities. Provides information to consumers, families and others on how to access programs and services for persons with disabilities or how to understand the laws, rules or standards which affect them. Administers the statewide program for the issuance of parking placards to persons with disabilities.

Division of Vocational Rehabilitation (DVR) and Services for the Blind

DVR is a State program which provides services to help persons with disabilities enter or return to employment. Services are planned to meet individual needs. These include: evaluation of disability and employability; counseling-guidance and planning, placement, follow-up, reader and interpreter services; training; medical services; transportation; maintenance; post-employment follow-up; and other services that support the completion of plans and the attainment of vocational goals.

For more information contact:

O'ahu Branch
600 Kapi'olani Blvd.
Suite 100
Honolulu, Hawai'i 96813
586-4828 (V/TTY)

Ho'opono, Services for the Blind
1901 Bachelot Street
Honolulu, Hawai'i 96817
586-5266 (V/TTY)

Hawai'i Branch
75 Aupuni Street
Room 110
Hilo, Hawai'i 96720

Kona Field Office
P.O. Box 459
Captain Cook, Hawai'i 96704
323-2629 (V/TTY)

Kaua'i Branch
3060 Eiwa Street
Room 304
Lihue, Hawai'i 96766
241-3333 (V/TTY)

Maui Branch
54 South High Street
Room 309
Wailuku, Hawai'i 96793
243-5291 (V/TTY)

Moloka'i Field Office
P.O. Box 1068
Kaunakakai, Hawai'i 96748
553-3621 (V/TTY)

Assistive Technology Resources of Hawai'i (formerly Hawai'i Assistive Technology Training and Services HATTS)
414 Kuwili Street
Suite 104
Honolulu, Hawai'i 96817
532-7110 (V/TTY)
Neighbor Islands (800) 645-3007 (V/TTY)
FAX (808) 532-7120
Email hatts@hatts.org

Assistive Technology Resources of Hawai'i (formerly HATTS)
414 Kuwili Street, Suite 104
Honolulu, Hawai'i 96817
522-7110 (V/TTY)
800 645-3007 (V/TTY) Neighbor island

Statewide non-profit organization that links individuals with technology; and to empower individuals with disabilities to maintain dignity and control in their lives by promoting technology through advocacy, training, information and education.

Services include:

Telephone information and referral re: assistive devices and services
Assistive Technology Resource Center where consumers and professionals can get hands on experience with assistive technology;
Demonstrations on high and low tech devices;
Statewide workshops and distance learning opportunities on a variety of topics including computer access, communication and educational media development;
Displays of assistive technology at conferences and fairs;
Publications and newsletters;
Loan Program offering low interest financial loans up to $30,000 for the purchase of assistive technology;
Equipment Loan Banks at eight sites through the State;

Hawai'i Centers for Independent Living (HCIL)
414 Kuwili Street
Suite 102
Honolulu, Hawai'i 96817
522-5400
522-5415 (V/TTY)
FAX: 522-5427

Non-profit with branches on O'ahu, Maui, Big Island, Kona and Kaua'i run by and for persons with disabilities to ensure the rights of persons in all disability groups to live independently fully integrated in the community in order that they may lead full, productive, and satisfying lives.

Services include:

Peer Counseling
Housing (referral and assistance)
Financial/benefits
Transportation
Independent Living Skills Training
Attendant referral
Advocacy
Outreach/public education

Hawai'i Disability Rights Center (formerly Protection and Advocacy)
1580 Makaloa Street
Suite 1060
Honolulu, Hawai'i 96814-3280
949-2922 (V/TTY)
(800) 882-1057
FAX: 949-2928

The mission of HDRC is to protect and advocate for the rights of persons with disabilities as established in the constitutions and laws of the State of Hawai'i and the United States. Private non-profit public interest organization that provides information and referral, advocacy services, legal services, and education to redress violations of human, civil and legal rights of persons with disabilities in Hawai'i.

Protection and advocacy in the following areas:
- Abuse and neglect
- Accessibility
- Capacity
- Care and treatment
- Citizenship
- Criminal justice
- Employment
- Freedom of Association
- Education
- Housing
- Services

Help, Understanding and Group Support (HUGS)
3636 Kilauea Avenue
Honolulu, Hawai'i 96816
732-4846
FAX: 732-4881
Email: hugslove@aloha.com

Private, non-profit agency, whose mission is to provide a variety of support services to families whose children (birth to 21) are diagnosed with a life-threatening illness or are considered medically fragile. Serves the entire family by facilitating peer interaction, support groups and peer group activities. Volunteers available to provide family support, hospital visits and respite care.

Services include:
- Monthly respite care
- Family dinners
- Hospital and home visits
- Referrals, airfare assistance,
- Emergency food program
- Recreational activities and
- Support groups

Island Skill Gathering (ISG)
3472 Kananina Avenue
Honolulu, Hawai'i 96815
732-4622 (V/TTY)
FAX: 739-5464

Provides individual counseling, independent living skills, training and advocacy services for people with disabilities. Assists with locating appropriate housing, adaptive aids and access to technology. Sign Language/English interpreting services also available.

Learning Disabilities Association of Hawai'i
200 N. Vineyard Blvd
Suite 310
Honolulu, Hawai'i 96817
536-9684
(800) 533-9684
FAX: 537-6780
Email: ldah@gte.net

Mission is to serve families with children with learning disabilities and other special needs that interfere with learning by providing educational, advocacy, training and support in order to remove barriers and promote awareness and full educational opportunity.

Support includes:

AWARE, Assisting with Appropriate Rights in Education
Statewide training and information center
Training on the IDEA with an emphasis on parents rights and responsibilities, and how to access services
Training for professionals, agencies, organizations
Information and referral services and parent support group

Library for the Blind and Physically Handicapped (LBPH)
402 Kapahulu Avenue
Honolulu, Hawai'i 96815
733-84444 (V/TTY)

Serves as the regional library and machine lending agency for the blind and physically disabled (and learning disabilities) throughout the state and outlying Pacific islands. Provides texts and publications in Braille, enlarged print books and tactile materials for maps and diagrams. Provides Braille printers, Braille transcription services, radio reading service, lending library for books in alternate formats for persons with visual and learning disabilities.

Open Access
1941 Puowaina Street
Honolulu, Hawai'i 96813
599-7732

Presents disability awareness workshops for employers, employees, students, community groups, people with disabilities, and others. Workshops are designed to provide positive hands-on-experiences which lead to greater understanding of people's abilities.

Pacific Disability and Business Technical Assistance Center
2168 Shattuck Avenue, Suite 301
Berkeley, California 94704-1307
(800) 949-4232 (V/TTY)
FAX: (510) 848-1981
Email: adatech@pdbtac.com

The purpose of the Pacific DBTAC is to build a partnership between the Disability and business communities and to promote full and unrestricted participation in society for persons with disabilities through education and technical assistance.

DBTAC serves the business community and public or private entities who need to know how to better accommodate their clients, or employees with disabilities, in accordance with the Americans with Disabilities Act. Also, service providers who desire to know more about available resources and persons with disabilities who desire to participate in creating a fully accessible society.

Activities include:

Information, problem solving assistance and referrals for implementing the ADA
Community outreach and region-wide dissemination of newsletters and materials
Coordinates and conducts regional conferences, individual state training workshops, local training, and presentations
Hotline for technical assistance 1-800-949-4232
On site technical assistance

Recordings for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, New Jersey 08540
(800) 221-4792
FAX: (609) 987-8116

National non-profit organization serving people who cannot read standard print because of a visual, perceptual or other physical disability. Provides on-loan recorded books at all academic levels and business or professional work, self study, or personal interest.

The mission is to promote educational and professional success by converting printed materials into accessible forms and providing related products and services (registration required).

Social Security Administration
P.O. Box 50068
Honolulu, Hawai'i 96850
(800) 234-5772

Receives applications for SSI and SSDI payments. Applications based on disability will be forwarded to the Disability Determination Branch of the Department of Human Services for review.

Special Parents Information Network
919 Ala Moana Blvd.
Honolulu, Hawai'i 96814
586-8126 (V/TTY)
Email: accesshi@aloha.net

Information, hope, optimism, emotional support, access to services, respect for parents of children with disabilities. Provides support and information to parents through a telephone hotline, quarterly newsletter, parent training and a network of related Spin Web sites. Disseminates information and support regarding special education and promotion of parent/professional partnerships.

Speech Pathology Clinic
University of Hawai'i
1410 Lower Campus Drive
Honolulu, Hawai'i 96822
956-8279 (V/TTY)

Provides comprehensive speech, language, and hearing evaluation and therapy to infants, children and adults. Services are delivered by supervised University student clinicians.

Winners at Work
928 Nu'uanu Avenue
Honolulu, Hawai'i 96817
532-2100 (V/TTY)

Provides vocational evaluation, training and job placement through supported employment for adults with disabilities. Services include:

Career assessment
Job empowerment training
Employer consultation
On the job training
Job coaching
Follow-along support

WorkHawaii
715 South King Street
Suite 500
Honolulu, Hawai'i 96813
523-4221

A partnership between the City and County of Honolulu and private industry to create practical alternatives for our employment and training needs.

Services available include:

- Job and classroom training
- Individual career counseling
- Vocational assessment and testing
- Math and English remediation
- Child care, books, tuition, medical and eye examinations dependent on individual circumstances
- Training in effective communication, time and money management, self-esteem, goal setting etc.

Job Accommodation Network (JAN)
West Virginia University
P.O. Box 6080
Morgantown, West Virginia 26506-6080
(800) 526-7234 (V/TTY)
FAX: (304) 293-5407
Email: jan@jan.icdi.wvu.edu

The Job Accommodation Network is an international toll free consulting service that provides information about job accommodations and the employability of people with functional limitations. Anyone may call for information and have instant access to the most comprehensive and up-to date information about accommodation methods, devices and strategies. JAN preserves the confidentiality of communication between caller and consultant. The mission of JAN is to assist in the hiring, retraining, retention or advancement of persons with disabilities by providing accommodation information. Appropriate for employers, rehabilitation professionals, and persons with disabilities.

Assisting with Appropriate Rights in Education (AWARE)
200 N. Vineyard Blvd.
Room 310
Honolulu, Hawai'i 96817
(808) 536-2280

Provides parent training, support groups and one to one assistance regarding disability awareness and special education rights and responsibilities to the parents of children with any disability.

Publications

Accommodations-or Just Good Teaching? Strategies for Teaching College Students with Disabilities
Bonnie M. Hodge, Jennie Perston-Sabin Editors, Greenwood Publishing Group Inc., 1997 ($49.95)

Thirty-five teaching practitioners in higher education collaborated to provide this resource about accommodations for students with disabilities in the classroom. Concrete teaching strategies addressing the needs of the individual are presented as well as components for student success.

Association for Education and Rehabilitation of the Blind and Visually Impaired Books and Resources
4600 Duke Street, Suite 430
P.O. Box 22397
Alexandria, VA 22304
(703) 823-9690
Fax: (703) 823-9695
http://www.aerbvi.org

Provides publications and desk reference resources for persons with visual disabilities. Publications on Braille and Nemeth Code, developing math skills, videos, software tutorials.

Americans with Disabilities Act: Answers for Foodservice Operators
National Restaurant Association
1200 Seventeenth St. N.W.
Washington, DC 20036-3097

Contains a brief introduction to the ADA, a restaurant specific checklist to identify barriers, low or no cost solutions for barrier removal, tips on providing quality service, and illustrations of architectural requirements that are unique to food service facilities. ($15.95 members, $24.95 non-members)

Association on Higher Education and Disability (AHEAD)
Publications Catalogue
University of Massachusetts Boston
100 Morrissey Blvd.
Boston, MA. 02125-3393

Books, pamphlets, videos, cassettes, games, posters on legal issues, accessibility, testing accommodations, transition, court decisions, on learning disabilities, attention deficit disorder, psychological disabilities, Deaf and hard of hearing, blind and low vision, and mobility disabilities.

Compendium of Websites Related to the Assessment of Individuals with Disabilities
Sage Solutions
405 Plumbridge Ct, #104
Timonium, MD 21093
Contains over 325 applicable websites related to the assessment of persons with disabilities. Current information and related topics. ($7.50 charge)

Counseling Secondary Students with Learning Disabilities
A Ready to use Guide to Help Students Prepare for College and Work
(Michael Koehler, Marybeth Kravets; Center for Applied Research in Education, 1998)

Comprehensive resource for instructors, parents and students with learning disabilities and attention deficit hyperactivity disorders. Contains: definitions, misconceptions, assessment, interpreting behaviors, working with special education, self advocacy, IEPS, counselor's role, inclusion, responsibilities of the classroom teacher, and accommodations.

Heath Resource Center
One Dupont Circle, Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

The national clearing house on Post-Secondary Education for persons with disabilities provides a wide range of support and information to the consumer, their families and professionals in the field of disabilities. Included are: publication and video listings, scholarship and financial aid information for students with disabilities in college.

Teaching Study Skills and Strategies to Students with Learning Disabilities and Attention Deficit Disorders, or Special Needs
Stephen S. Strichart, Charles T. Mangrum, Patricia Iannuzzi, Allyn & Bacon, Inc, 1998, $24.80

Teaching students with special needs to use study skills and strategies effectively. Includes more than 150 activities to practice in study skills and strategies. Contains a book and disk with activities, through grade 12. Skills included: notetaking, using the library and the Internet, solving math word problems, strategies for remembering information, writing papers and taking tests. The disk contains a student assessment program that identifies student strengths and weaknesses in study skills.

Disability and Communication Access Board
919 Ala Moana Blvd., Room 101
Honolulu, Hawai'i 96814
586-8121 (V/TTY)
FAX: 586-8129

The Board publishes a newsletter which provides a range of information which includes information on conferences on disability issues, recent Office of Civil Rights decisions, and information for consumers and families. Also available is a Key to Resources Serving People with Disabilities on each island. This document covers accessibility, advocacy, diagnostic services, disability associations, financial benefits, employment services, housing, mental health, recreation, support services, transportation etc. supports available on each island.

Newsline for the Blind Services (and other disabilities)

Newsline for the Blind provides the information in newspapers to persons who have disabilities and are unable to use printed newspapers (persons who are blind, have low vision, have a learning disability, or a mobility disability).

Each morning computers at the National Federation of the Blind make contact with computers at national and local newspapers (in Hawai'i, Honolulu Advertiser, New York Times, USA Today, and the Wall Street Journal will be featured). The text of these newspapers is processed and then sent by modem to local services. Newsline users call the local service center on their touch tone phones to listen to articles from the papers. They can select articles, skip, scan or repeat articles at will. The service center in Hawai'i is the Assistive Technology Resource Centers of Hawai'i (ATRC). To subscribe, an application form is required for this free service. Please call ATRC at 532-7110 on Oahu or (800) 645-3007 (neighbor islands) to request an application form.

Websites Related to Serving Students with Disabilities

http://www.pai-ca.org/pubs/505001.htm

Written by the Community Alliance for Special Education, this site is written for parent to provide information and advocacy based on special education laws and court decisions. Click on to the Table of Contents to see an array of chapter headings. Chapter 10 deals exclusively with information on vocational education and transition services. A good primer for the counselor or vocational teacher.

http://www.naric.com/naric/

Information for Independence, National Rehabilitation Information Center (NARIC)

A resource for commercially published books, journal articles, audio-visuals, and research literature on disabilities. Materials are appropriate for consumers, family members, health professionals, educators, counselors and students (a bit technical).

http://www.coping.org

Vocational Education overview provides an overview of vocational education for students with disabilities and their parents. Good introduction to career and technical education and the critical components needed for success by students with disabilities.

http://www.coe.missouri.edu

Issues in Education – Transition School to Post-school Activities

Provides technical assistance to vocational staff, teachers, counselors, parents and students with disabilities. Includes question/answer format of general information, examples of instructional methods, equipment, curriculum and classroom modifications commonly available.

http://www.kidsource.com

Heath Resource Center, Getting Ready for College

Advising for high school students with learning disabilities. Although the focus is on learning disabilities, the information provides a good overview of the laws, rights, responsibilities and general preparation for continued education, including vocational education.

http://www.udel.edu

Teaching College Students with Disabilities

Selection of on-line resources for faculty and staff. Review/overview of the laws (ADA, 504), resource agencies, faculty and student guidebooks, educational strategies, information on disabilities, technology, web accessibility, disability related freeware and shareware.

http://www.accessunlimited.com/children.htm

The Disability Link Barn

Provides links to information and support for parents and families of children with disabilities (K-12). Resources include parenting tips, learning aids. Information on specific disabilities, interactive questionnaires to provide specific learning tools for the child with a disability, as well as links to special education information.

http://www.roguecom.com/HCIG/linksable.htm

Health Communication Interest Group Disability Websites

Provides links to a variety of websites suitable for students, parents and instructors. For example, Disable Hotline Home Page, a 24-hour help line with tips, referrals, counseling, chat sessions, and mailing lists for persons with disabilities.

http://www.abledata.com/Site_2/project.htm

Abledata is a federally funded project whose primary mission is to provide information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals and caregivers within the United States.

http://www.acenet.edu/about/programs/Access&Equity/HEATH/faq.html

The National Clearinghouse on Post-secondary Education for Individuals with Disabilities

The Heath Resource Center includes a list of frequently asked questions for students with disabilities, scholarship and financial information, and a list of publications and videos about students with disabilities in college.

http://www.business-disability.com

Resume Database for Persons with Disabilities (Free Service)

The National Business and Disability Council is a national resource on all issues related to the successful employment of persons with disabilities into the workforce. The service is for persons with disabilities who are looking for employment who have at least a two year college degree, the Resume Database registers your resume on the Internet database.

http://dbserver.its.hawaii.edu/cash

Computer Assisted Scholarship Help (CASH)

This University of Hawai'i database contains over 1,000 local and national scholarships, grants and financial aid information available to qualified students. The information provided includes a brief summary of each scholarship.

http://codi.buffalo.edu

Cornucopia of Disability Information

An information resource for consumers and professionals by providing disability information in a variety of areas. These areas include: education, statistics, government documents, computer access, legal, publications, bibliographic references, aging, assistive technology, universal design and announcements.

http://www.empowermentzone.com

Empowerment Zone

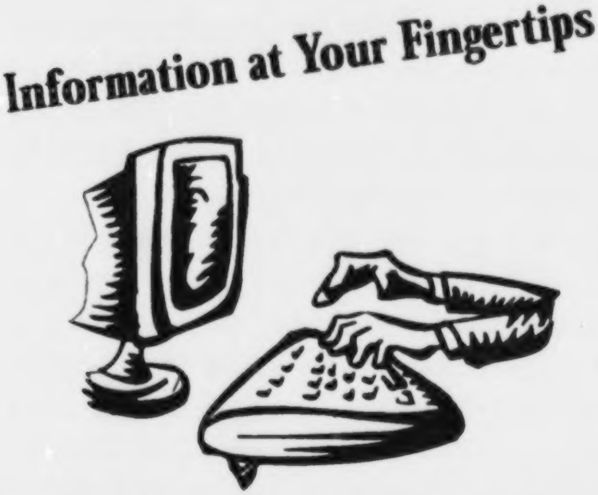
The site offers a variety of information, ideas and software related to empowering the person with a disability. Topics include employment, technology, funding, education, financial information, independent living, rehabilitation etc.

http://www.rise.org/directory.htm

A comprehensive program directory of Rise Program Services for people with all disabilities. Information on vocational evaluation and assessments, career planning and guidance, employment opportunities, customized job training, job placement services, job coaching (for fee).

http://www50.pcepd.gov/pcepd/ztextver/pubs/ek00/index.html

Website for the President's Committee on Employment of People with Disabilities. This site includes an array of information related to jobsite accommodations, mentoring, statistical information, invisible disabilities, and comprehensive links to related sites that address occupational preparation and placement of persons with disabilities.



Staff Development Resources

Patricia Ewins
Leeward Community College
Program for Adult Achievement Director
94-045 Ala Ike Street
Pearl City, Hawai'i 96782
Phone: (808) 455-0421
Presentations include:
Overview of the Laws, and responsibilities in post-secondary education for students with disabilities;
Working with Students with Learning Disabilities;
Invisible Disabilities (learning, attention deficit hyperactivity disorder, and psychiatric disabilities);
High school students with disabilities-transition and advocacy issues.

Dr. Jane Jarrow
Disability Access Information and Support
2938 Northwest Blvd.
Columbus, Ohio 43221
Phone: (624) 481-9450 (V/T)

Nationally respected technical support specialist to institutions and service providers in post-secondary education regarding access and accommodation for persons with disabilities. Considered an excellent trainer by those who have heard her. Charges a fee and travel expenses.

Open Access
1941 Puowaina Street
Honolulu, Hawai'i 96813
599-7732

Presents disability awareness workshops for employers, employees, students, community groups, people with disabilities, and others. Workshops are designed to provide positive hands-on-experiences which lead to greater understanding of people's abilities.

Funds for Economically Disadvantaged

Federal and State Vocational, student support, and Transition Center Allocations, are intended for all vocational education, including that provided for Limited English Proficiency (LEP) Students.

Fund Source	Amount	Eligibility	Age/Grade	Other
Carl D. Perkins Vocational and Technical Education Act of 1998	$5.4 million for Hawaii	Vocational students	Grades 7-12 and post-secondary adults	This amount must cover a broad range of vocational education costs including staff development, program improvement, instruction, data collection, and other special populations. However, small amounts may be available to supplement special populations who are vocational students for such items as adaptive equipment, specialized career counseling, etc.
Transition Services	$1,792,969 to pay for personnel costs of transition teachers	Disabled students	Ages 14-20	Provides for transition planning for each student with a disability. The planning must begin at age 14 to assist students with disabilities in preparing for post secondary education. Transition teachers are placed at 32 high schools across the state.
IDEA (Special Education) Individuals with Disabilities Education Act Projects	$14,182,773	Students with disabilities	Ages 3-20	For developing, administering, and implementing procedures for the location, identification, and evaluation of free and appropriate education and related services.
Section 504 and Chapter 53	$417,081	Qualified students with disabilities under section 504, subpart D	Preschool to grade 12	Students determined as disabled under Section 504 may not meet the criteria for disability under IDEA. These students may require special education and related aids and services to afford them and equal education opportunity to participate in programs provided to students without disabilities. Funds support a state level resource teacher and other classified and certified staff.

Fund Source	Amount	Eligibility	Age/Grade	Other
Comprehensive Student Support System	$1,512,239	All students	K-12	Draws together the resources of the classroom, school, and community to provide social, emotional, and physical environments that help students attain personal success and achieve performance standards. Funds pay for complex resource teachers.
Vocational and Applied Technology	$5,717,538	Pre-vocational and vocational students, including the six special populations as defined in the current federal vocational education law: limited English proficiency, economically disadvantaged single parents, nontraditional, students with disabilities, and displaced homemakers.	Grades 9-12	Provides education and training for employment purposes and/or progression into post-secondary programs. This includes Vocational Student Organizations, a means of developing leadership training and personal development. Vocational Workstudy Funds are also part of this sum.
Transition Centers	$832,013	All Students at High Schools that have transition centers. (Farrington, McKinley Kaimuki, Aiea, Waialua, Hilo, Konawaena, Pahoa, Castle, Kailua, Waipahu, Waianae, and Nanakuli)	Grades 9-12	Provides services to assist students in making realistic career and employment decisions. Services provided to teachers, counselors, and students which include career development workshops, field trips, employment preparation and referrals to job openings.

Information has been edited from various department sources, and significant details may have been omitted. Details available from department officials. Information provided is subject to change.

Laws Related to Persons with Disabilities

Family Educational Rights and Privacy Act (FERPA)

Age: under age 18, parents have rights; after age 18, these rights are transferred to the student

The Family Educational Rights and Privacy Act is designed to protect the privacy of a student's educational records. This law applies to all schools that receive funds under the U.S. Department of Education. (http://www.ed.gov/offices/OM/ferpa.htm)

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have been transferred are called eligible students.

Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school.

Parents or eligible students have the right to request that a school correct the records believed to be inaccurate or misleading. If the school decides not to amend the record, the parents or eligible students have a right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records without consent to the following:

- School employees who have a need to know;
- Other schools to which the student is transferring;
- Certain government officials in order to carry out lawful functions:
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State laws.

Schools may also disclose without consent "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

Disability Related Documents

In post-secondary education, eligible student records that document a disability are treated as "medical records" and therefore exempt from FERPA. This means that information in these documentations of disability is not shared with school officials, and instructors except on a "need to know basis" and information is not shared with any other source, except with the eligible student's written consent/authorization. At the institution, information that is disclosed, with the eligible student's permission, consists of the need for certain accommodations by the student, not the disability nor associated medical conditions.

Felix Consent Decree

Ages: birth to 20 years

(http://www.Hawaii.Gov/health/felix)

The Felix Consent Decree requires that the Departments of Education and Health establish a new system of care for a class of children that satisfies federal law and which embodies the principles of the Child and Adolescent Service System Program. The State of Hawai'i is responsible for all children and adolescents with disabilities residing in Hawai'i from birth to twenty years of age who are eligible for and in need of education and mental health services. Additionally under this decree, the State must provide training and skill development for agency staff, families, and others on Felix related issues, the goal being the improvement of services to Felix class children and youth and their families.

The State must have established a new system of care by June 30, 2000. As part of this system of care, accessible educational, mental health and other related services will be available on an individualized and coordinated basis to eligible youth, within the least restrictive environment. This wide spectrum of services is to include preventative services, specific interventions and transitional services.

Individuals with Disabilities Education Act (IDEA)

Title VIII, Chapter 36 of the Administrative Rules of the Department of Education

Ages: 0 to 21 years

Parent and Students Rights in Special Education, DOE brochure, November 1999

The amendments to the individuals with disabilities education act require that transition planning and services be included in the annual Individual Education Program for secondary education students with disabilities who are age 15 or older. Transition services are a coordinated set of activities that are designed to prepare the student for outcomes that are envisioned for the student in adult life. Outcomes may include post-secondary education, employment, vocational training, adult education, adult services, independent living, and community participation. The set of activities for each student needs to be based on the student's individual needs, preferences and interests. The activities must include instruction, community experiences, and development of employment or other post-school adult living objectives.

The purpose of the law is to ensure that all eligible students with disabilities have available, a free and appropriate public education including special education and related services. Such services include speech-language therapy, audiology, psychological services, physical and occupational therapy, counseling services and parent counseling and education. Protection to families' rights is ensured by a guaranteed due process. The states and localities are mandated to provide these educational services and to assess and ensure their effectiveness.

Eligibility for special education services all infants, children and youth (ages 0-21 years) with disabilities. Documentation is the responsibility of the school district as well as for providing trained personnel to assess eligibility and plan educational services. The school districts are also responsible for identifying students and designing special instruction and providing for accommodations.

Section 504 of the Rehabilitation Act of 1973

Subpart D (Up till the age of 18 years)

Equal Educational Opportunity for Students who are Disabled, Non-discrimination, Section 504, Subpart D, DOE brochure

Requires that public schools provide qualified students with disabilities an education comparable to the education provided to students without disabilities (a free appropriate public education). If a student with a disability is not eligible for special education services, the school personnel will develop a Section 504 modification plan based on the student's evaluation. The plan will indicate the placement and reasonable modification to be made to ensure that the qualified student receives an appropriate education. Schools must make reasonable modification to the disability of the student within the regular education program.

A parent, guardian or department representative who disagrees with the identification, evaluation or placement of a student who has a disability, or a student who is believed to have a disability, may: examine relevant records; request an impartial hearing; and be represented by counsel at the hearing; and request a review of the impartial hearing decision. These procedural safeguards are requirements under Section 504.

Section 504 of the Rehabilitation Act of 1973

Subpart E (Post Secondary Institutions)

The Impact of Section 504 on Post-secondary Education, Jane Jarrow, 1995

Section 504 prohibits discrimination on the basis of disability in admissions, programs and services of institutions that receive federal financial assistance. The institutions are responsible for providing accommodations such as notetakers, readers, scribes, and sign language interpreters in the classroom, and related activities. Auxiliary aids such as talking calculators, computer software and hardware are also a responsibility in ensuring participation of students with disabilities. Accommodations may also include substitutions of courses and adapting the way a course is taught and the modes of tests and extended time on tests.

Documentation of the presence of a disability is the responsibility of the student. Disclosure of a disability is voluntary on the part of the student. The institution determines whether the student is otherwise qualified, with or without accommodations to enroll in its programs and receive appropriate accommodations.

Section 508 of the Rehabilitation Act of 1973

Amended 1998 by the Workforce Investment Act

Accessible Computer Technology, Meeting the Needs of Persons with Disabilities, 1999, Thompson Publishing Group

Requires federal agencies, when developing, procuring, maintaining or using electronic and information technology office equipment purchased through federal procurement, to consider disability access. This also has impact on the implementation of the ADA and compliance for State agencies and public educational institutions. Public universities are required to "ensure that communications with persons with disabilities are as effective as communications with others". Effectiveness has three basic components: "1) timeliness of delivery; 2) accuracy of the translation; and 3) provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with a disability."

Americans with Disabilities Act of 1990 (ADA)

(http://www.ada.-infonet.org/ovrvew.htm)

Prohibits discrimination in employment, public services, public accommodations, transportation, state and local governments, and telecommunication. Under the ADA, the mandates of 504 are extended to the rest of society. There are five titles in the Act: Title I prohibits discrimination in employment against persons with disabilities. It requires that employers make reasonable accommodations such as making work sites accessible, modifying existing equipment, providing new devices, modifying work schedules, restructuring jobs and providing readers and sign language interpreters. Title II, requires that services and programs of local and State governments shall operate their programs so that when viewed in their entirety, are readily accessible to and usable by individuals with disabilities. Title II also ensures that persons with disabilities have access to existing public transportation services. Transit authorities must provide supplementary paratransit services or other special transportation services for persons with disabilities, who cannot use the fixed route bus services. Title III, requires that public accommodations and services may not use eligibility requirements that exclude or segregate individuals with disabilities. Public accommodations include privately owned entities in sales, rental and service establishments; recreational facilities and social service centers. Title IV, requires that telephone companies provide telecommunication relay systems. Title V, miscellaneous provisions such as the promotion of alternative means of dispute resolution and the provision of technical assistance.

Telecommunications Act of 1996

Section 255 Access for Persons with Disabilities

Federal Communications Commission Bulletin, July 14, 1999

Requires that manufacturers of telecommunications equipment and providers of telecommunications services ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. The design of telecommunications equipment and services need to incorporate use by persons with disabilities. Telecommunications (access to the computer, Internet, web-sites, distance education, etc.) are now a way of life. The act provides technology access to employment, independence, emergency services, education and other opportunities by persons with disabilities.

Additional Considerations in Post-secondary Education;

A student with a disability as defined by Section 504, Subpart E is

- a person with a physical or mental impairment that substantially limits one or more major life activity;
- a person who has a record of a disability;
- a person who is regarded as having a disability.

Otherwise Qualified:

An otherwise qualified person with a disability is one who meets the academic and technical standards with or without reasonable accommodations, requisite for admission or participation in the institutions programs and activities.

Not Reasonable Accommodations:

1. It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health and safety of others.
2. It is not a reasonable accommodation if making the accommodation means making a substantial change in an essential element of the curriculum.
3. It is not a reasonable accommodation if it means a substantial alteration in the manner in which you provide your services.
4. 6It is not a reasonable accommodation if it poses an undue financial or administrative burden.

Technical Standards:

- Reflect performance abilities and characteristics necessary to complete the requirements of the programs.
- are not conditions of admission to programs nor exit criteria.

English for Second Language Learners (ESLL)

The English for Second Language Learners program is to assist language minority students, whose dominate language is not English and whose limitation in the use of English prevents them from functioning in mainstream programs.

- ✓ Tips
- ✓ Activities
- ✓ Community Resources
- ✓ ESL Assessment
- ✓ Publications and Videos
- ✓ Websites
- ✓ Staff Development
- ✓ Funding Streams
- ✓ Laws and Court Decisions

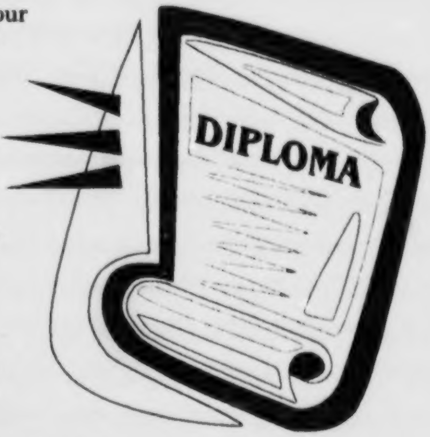
There are approximately 3 million ESL students in the United States and the number continues to increase each year.

— National Clearinghouse for Bilingual Education

Tips for Teachers

Succeeding with Your ESL Students

1. Be understanding because it is extremely difficult for a student to learn English and the content of the course at the same time.
2. Praise students when praise is due.
3. Say a kind word to the student. It could make a difference in the student's day. Try learning a few words or relevant phrase in the student's native language.
4. Be aware that a student might seem to converse fluently, but fluency in spoken English is very different from competency in academic English. Literacy skills are more complex and difficult to master than conversational skills.
5. Do not assume. Because a student comes from another culture, there is much that cannot be assumed. Prior knowledge and/or common sense may mean something very different to you and to the ESL student.
6. Take an extra minute to explain a concept that may be unfamiliar to the ESL student. The other students will benefit from the extra clarification also.
7. Allow a little more time for the student to complete tests or class assignments.
8. Network with the ESL teachers at your school. They may have resources or ideas that you can use in the classroom to the benefit of all students. They may also be familiar with the student and can give insight into helping the student.
9. Give students feed back, so that they know if they are completing assignments correctly. Silence does not indicate comprehension!
10. Take a class or get special training in ESL, bilingual and/or multicultural education.
11. Network with student's parents by sending information translated into their native language when available.
12. Know that your student may have many more responsibilities at home than an American student because very often the parents of ESL students cannot speak, read or write English. Parents depend on their children to pay bills or take care of other household responsibilities. They may be under a lot of pressure.



Tips for Students:

Getting the Most Out of School

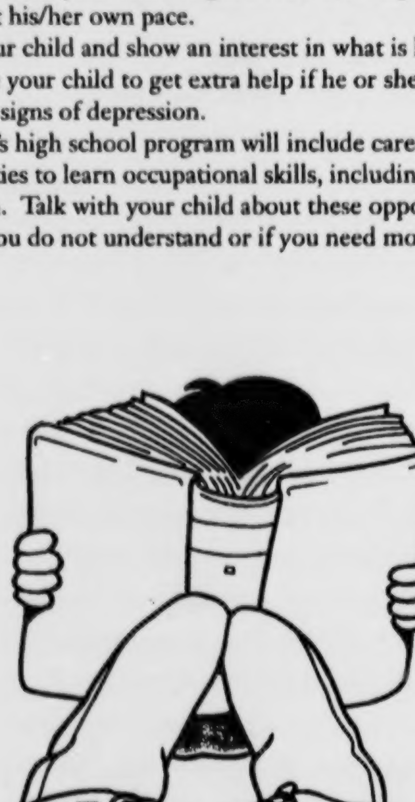
1. Go to see your teacher when you do not understand. Ask for help when you need it.
2. Ask your teacher for feedback and suggestions on your work.
3. Ask your instructor or a classmate when you are not sure of the assignment.
4. Be prepared, organized and on time. Attend all classes.
5. Form study groups with other students (especially native speakers) in your class so that you can help each other.
6. Do NOT get behind.
7. See a counselor if you are having any problems at school.
8. Sit in the front of the class.
9. Start on your assignments early so you have time to get help if needed.
10. Take the initiative and find out what services the learning center offers for ESL students.
11. Check with the instructor about your grade if you think you are doing poorly. Deficiency notices are sent to parents in high school, but are not given out in college.
12. In college, maintain a C average or you may have to leave school.
13. Discipline yourself in school, but especially in college because teachers will not tell you to study or keep up with your assignments. You have to do it on your own.
14. Ask the other students for advice on classes to take. In college ask who the helpful instructors are and try to enroll in those classes.
15. Learn the school rules.

Tips

for Parents

Ways You Can Help Your Child Succeed in School and Beyond

1. Praise your child because it is difficult to go to school in a different culture.
2. Make sure that your child goes to school everyday.
3. Go to meet your child's ESL teacher(s).
4. Call the school and talk to the counselor or ESL coordinator if you think your child is not going to school, or if there are any other matters you want to discuss.
5. Ask to see your child's report card at the end of December and June. You can also call the school to ask about grades, attendance, and other concerns.
6. Do not pressure your child to get all A's. It is important for your child to progress at his/her own pace.
7. Talk to your child and show an interest in what is happening at school.
8. Encourage your child to get extra help if he or she needs it.
9. Watch for signs of depression.
10. Your child's high school program will include career exploration and opportunities to learn occupational skills, including after high school graduation. Talk with your child about these opportunities, and call the school if you do not understand or if you need more information.



Job Application Letter and Resume

Subject:
School to Work
Consumer Education
Business Communications
English

Grade Level: High School or higher

Purpose: To be able to write and format an application cover letter and resume.

Objectives:

1. Students will be able to describe how to write a cover letter and resume.
2. Students will write a cover letter and resume.

Activities:

1. Discussion of Career Exploration: Students will discuss the kinds of jobs that interest them, the availability of the jobs in Hawai'i, and the skills needed for the jobs.
2. Complete "Resume Worksheet"
3. Write a resume and cover letter

Note: Many computer word processing programs have a resume template that provides a layout style. If available, students can convert their resume worksheet on to such a template.

Resume Worksheet

Heading:

First name | Middle Initial | Last Name

Street Address | Apt. Number

City | State | Zip code (9 digits)

Short Term Objective: (Mention the position you are seeking here)

Long Term Objective:

Education: (Begin with most recent. List courses that you have taken that might be applicable to the job.)

Skills: (Name the most important skill needed for the job and explain how you have used it.)

Work History: (Dates of employment beginning with most recent, duration, title, employer, job description)

Honors and Awards:

Clubs or Organizations:

Hobbies:

Sample Resume

Phone: 555-1234
E-mail: kspark@yahui. com

2345 Aloha Street
Honolulu, HI 968918

Kim Sun Park

Objective

I would like to become a computer programmer after completing an AS in computer science.

Experience

June 2000—Present **Internet Usage Tutor** Honolulu, HI
- Gave lessons on how to do searches on the internet.

June 2000—Present **Church Program Designer** Honolulu, HI
- Designed the program for weekly services at Dong So Church.

1995—Present **Term Paper Writer** Seoul, Korea
- did research on the web in both Korean and English for term papers in school.

- Word processed the term papers in the correct format and added graphics to enhance the presentation.

Education

June 2000 Moanalua High School Honolulu, HI
- Graduated Cum Laude.

August 2000 Will attend the Leeward Community College.

Interests

Surfing the net, reading, swimming, working out at the gym, alternative rock.

Special Skills

Bilingual–can speak, read and write in both Korean and English.

SAMPLE

Writing a Business Letter

Objective: To teach students the format and how to write a letter of application in business letter format with an envelope.

Materials:

Sample Letter of Application
Envelopes
Resume prepared by each student

Process:

1. A resume should have already been completed by each student. Each student should have chosen a job that she or he wants to apply for.
2. Introduce the parts of a business letter.
3. Point out correct punctuation.
4. Students write a sample business letter in block form to add to a resume sent in application to a job. If at all possible, this and the envelope should be word processed.
5. Demonstrate the correct way to fold the letter and resume in order to insert it into a legal envelope.
6. Teach the correct way to address an envelope.
7. Student will address an envelope to accompany the letter.

Assessment Rubric (35 points)

Neatness (10) ____
Correct Letter Format (10) ____
Accurate Information (5) ____
Pertinent Information Included (5) ____
Letter & Resume folded correctly (5) ____
Envelope addressed properly (5) ____
Punctuation/Capitalization (5) ____
Correct Grammar (5) ____
Total ____

Letter of Application

A letter of application shows a person's interest in a specific position. It should be only one page and include additional information not found in your resume. It should tell when you are available for an interview and how you can be contacted. The block format is by far the simplest. Every part of the letter starts at the left margin with spaces between each part.

April 17, 2000	Date
Ms. Mary Agneau Big Bad Wolf Enterprises 1237 King Street Honolulu, HI 96813-4412	Name of Personnel Officer Address
Dear Ms. Agneau:	Salutation
I would like to apply for the position of stock clerk. I have worked at K-Mart for two years and am familiar with (list qualifications) stocking procedures in a large retail business.	Indicate position
I would welcome the opportunity to discuss the possibility of (tell how you put these skills to work for another company). I can be reached at 844-XXXX after X:00 P.M. weekdays or by e-mail at leiakau@hotmail.com.	
Thank you for your consideration.	Express gratitude
Sincerely,	Closing
	Space for signature
Leilani Akau 2345 Luluku Lane Honolulu, HI 96817-3429	Your name Address

ESL Community Resources

For High School Teachers, Students & their Parents

ESLL Program Office of Accountability and School Instructional Support (OASIS)
637 18th Avenue
Honolulu, HI 96816
Phone: 733-4495

Bilingual School-Home Assistants (BSHA)

Contact the school ESL coordinator or counselor, who will contact the BSHA. These assistants can act as translators during conferences between parents and teachers.

Parent Community Networking Center (PCNC)

The coordinator can help with parent/family support services. A center is located at every school.

Community School for Adults

Located throughout the State of Hawai'i at high schools in each district, these schools provide tuition free instruction in ESL and Adult Basic Education as well as keyboarding and computer classes. A complete listing of adult schools can be found in the Economically Disadvantaged section under Community Resources.

Samoan Service Providers Association
2153 N. King Street
Honolulu, HI 96819

Provides job search and training services, as well as referrals for GED and basic skills classes for the Samoan community.

Job Preparation Language Program
Catholic Charities Community Immigration Center
712 N. School Street
Honolulu, HI 96817
Phone: 528-5233

Ongoing classes for Asian and Pacific Islanders to prepare for employment. The levels are from beginning to high intermediate. Classes begin with daily living skills and build up to work skills such as how to dress, resume writing, etc.

Pacific Gateway Center
720 N. King Street
Honolulu, HI 96817
Phone: 845-3918

Services are provided to people of all ethnicities 16 or older. Classes in computer training, nurses aid, and resume writing are offered as well as job placement. It is best to call for an interview.

Office of Multi-Cultural Student Services (Formerly Operation Manong)
University of Hawai'i
Student Services Center 309
2600 Campus Road
Honolulu, HI 96822
Phone: 956-7348

This center is open to anyone. Services include academic counseling and dissemination of information about higher education. The Center organizes a Future Teachers Workshop to all interested in teaching as a career. It is a six week workshop on the University of Hawai'i, Manoa campus.

Job Help Store (Department of Labor)
94-275 Mokuola Street
Waipahu, HI 96797
Phone: 675-0010

Asian and Pacific Island immigrants, as well as any ethnic Samoan may get assistance here. Each participant is assigned to a counselor who assesses and plans an individualized program to gain employment. Those who need it will be sent for job training. There is no fee.

School of Hope
544 Queen Street
Honolulu, HI 96813
Phone: 528-4044

This school is open to anyone and offers open enrollment. Classes are on Tuesday evening from 6:30 - 8:30 at the School of Hope and on Thursday evening from 6:30 - 8:00 at Mayor Wright Community Center. There is a break in July and August.

ESLL Assessment

Types of Authentic Assessments

Source: O'Malley, J. Michael & Lorraine Valdez Pierce. Authentic Assessment for English Language Learners: Practical Approaches for Teachers. USA: Addison-Wesley. 1996.

Assessment	Description
Oral Interview	Informal and relaxed individual interviews between teacher and student about class content.
Text Retelling	Students retell the main ideas or supporting details of class content or reading assignment
Writing Samples	1. Informal: Student journals on course subject matter or any assignment given by instructor. 2. Formal: Students write narrative, expository, persuasive, or reference paper.
Projects/Exhibitions	Students work individually, in pairs or in small groups to complete a project in the content area. It can be written and/or oral.
Demonstrations	Students make an oral presentation showing a specific procedure such as how to prepare the body of a car for painting or how to cook a specific recipe.
Constructed-Response Items	Students respond in writing to open-ended questions about content covered in class.
Teacher Observations	Teacher observes student interacting in class with other students, student ability to follow directions, and student response to instructional material.
Portfolios	Formative: Collection of student course work to demonstrate progress over the course of a semester or year(s). Self-Assessment: Includes student self-assessment component.

Instructors can create their own rubrics depending on the objective of each assignment.

ESLL Oral Presentation Rubrics

Name: ______________________ Date: __________ Topic: __________________

Activity	Possible Points	Points Earned	Comments
1. Researched & Outlined	10	_____	______________
2. Speaks slowly & clearly	5	_____	______________
3. Only glanced at notes	5	_____	______________
4. Used gestures & face to express feelings; dressed appropriately	5	_____	______________
5. Introduction explains tells what the speech will be about	5	_____	______________
6. Body: Main points are clear (5) Details supported main points (5)	10	_____ _____	______________ ______________
7. Conclusion: Summarizes speech	10	_____	______________
Total	50	_____	

ESLL Peer Feedback for Oral Presentation

Speaker's name: ______________________ Date: ______________
Your name: ______________________ Topic: ______________

Part 1: Check under the appropriate word.	Yes	Some	No
1. I understood what the speaker was talking about.			
2. The speaker's points were clear.	____	____	____
3. The speaker explained, so I could understand clearly.	____	____	____
4. There was an introduction.	____	____	____
5. The points in the body were clear.	____	____	____
6. The conclusion summarized the points well.	____	____	____
	____	____	____

Part 2: Complete the following sentences.

1. I liked when the speaker

2. The speaker was good at

3. Maybe the speaker could

Publication and Video Resources

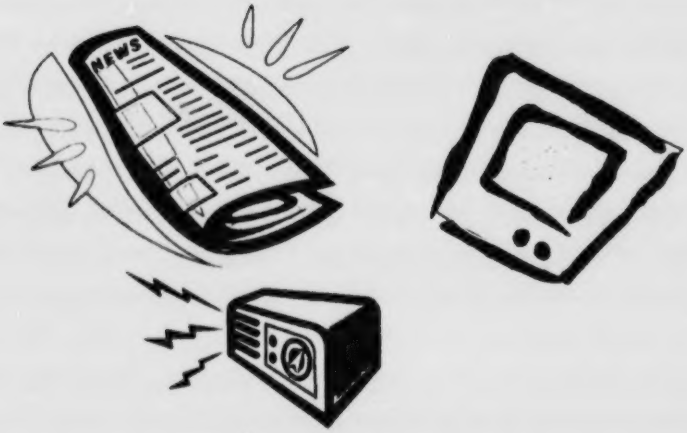
ESL Publications

The following resources are available for the Western Curriculum Coordination Center at the University of Hawai'i, Manoa. The staff is very helpful.
Phone: 956-7834

1. *Bilingual Vocational Education*, 1994, Education Development Center, Newton, MA.
   Report of a model project of Bilingual Vocational Education for Limited English Proficient students in Richmond, VA. It contains a program description, history and evaluation.
2. *Instructor Guide and Curriculum for Carpentry & Culinary Arts*, 1987, Crownpoint Institute of Technology, Crownpoint, NM. This is an ESL instructional guide for carpentry and culinary arts. There are lesson plans, quizzes, and educational goals. It is very complete.
3. *Bilingual Vocational Training Materials*, 1985, Chinatown Resource Development Center, San Francisco, CA. This resource contains intake forms for ESL and vocational training programs, medical terminology in Spanish, Chinese (written so it is appropriate for all dialects) and English. Although somewhat dated, there are useful English language placement test and first aid exams.
4. *Compendium of Bilingual Vocational Education Program Practices*, 1997, USED, Washington, D.C. This highlights programs and strategies to meet the wide range of language and academic needs of Limited English Proficient (LEP) populations. The program highlights include topics of recruitment, program design, career counseling, job placement and evaluation activities.
5. Friedenberg, Joan E. & Curtis H. Bradley, Meridian Edu. Co., *A Handbook for Vocational ESL (kit)*, Bloomington, IL, 1988. This is dated but it is a good introduction to teachers thinking of entering Vocational Education. It explains how to develop a vocational ESL lesson.
6. *Planning Instruction: A Manual for Vocational Education and ESL Instructors*, 1994, USED, Washington, D.C. Provides guidance on planning and developing a coordinated, competency-based course of instruction in vocational education for limited English-proficient students. Includes sample scoring sheets.
7. Roberts, Marie & Teresa Walton, *Vocational English as a Second Language and Office Skills*, Fairfax Cty. Public Sch., 1991. This has vocabulary worksheets and includes a bibliography.
8. Thomas, Robert J.; Bird, Leliga A. & Grover, Jane, *Serving Vocational ESL Students*, American Association of Community Colleges, Washington, D.C., 1992. Describes proven, effective techniques for providing vocational education to LEP adults in a community college setting. It includes tips that teachers can use immediately in the classroom. It also includes resources, publishers and descriptions of standardized ESL tests.

ESL Video Resources

1. VESL Staff Development Parts 1-3. Los Angeles, CA: LA County Office of Education, 1993.
   A vocational series for LEP adult students. The program helps the vocational education teachers use the VESL series to provide LEP students with occupational skills. It discusses multicultural awareness, collaborative learning and ESL teaching strategies in vocational education. There are also worksheets.
2. Northwest Regional Educational Laboratory Videotapes on Assessment (ten videotapes available as a set of ten or separately). Contact IOX Assessment Associates, 5420 McConnell Ave., Los Angeles, CA 90066. Phone: (213) 822-3275.



Web Sites and Serving the ESL Student

Using Search Words

The search engine "Google" found over 3000 web sites to visit using "Vocational education English as a second language." There were sites for everyone. Some were publishers' sites to sell text or trade books. Some were sites sponsored by universities, American as well as foreign, to aid students and teachers. Some were put up by private individuals whose site served as a service to others. Some contained highly technical articles for the English as a Second Language professional.

Each search on Google <http://www.google.com>, Profusion <http://www.profusion.com>, or any other search engine, yields new web pages to explore. There is always a wealth of quality information on the internet. These are some addresses which may be useful.

Secondary, Community College or University

http://www.eslcafe.com (Dave's Internet Café)

This is a very well-known sight for ESL students and teachers. There are quizzes, lesson plans, chat lines and links to many ESL pages.

http://www.lausd.k12.ca.us/lausd/offices/dace/admin.programs/vesl/job

(Los Angeles School District) It is comprehensive and well-organized with a table of contents and provides lessons plans plus a bibliography.

http://www.lausd.k12.ca.us/lausd/offices/dace/admin/programs/vesl/nonvrbal.html

This contains lesson plans especially for ESL vocational students.

http://vocserve.berkeley.edu/K12

National Consortium for Research in Vocational Education

This site provides links to web sites maintained by K-12 vocational programs throughout the United States.

http://ericir.syr.edu/virtual/Lessons/Voc_Ed/Business/BUS0003

This site provides lesson plans that can be used immediately in the classroom.

http://lc.byuh.edu/HTSOL/H_TESOL

(Brigham Young University, Hawai'i) This is an excellent resource for ESL teachers and students, with lesson plans and links to other ESL sites.

http://a2z.siv.lycos.com/wguide/wire/wire_06022

(Lycos Education Guide: English as a Second Language) This offers a comprehensive list of ESL resources.

http://www.li.net/~ndonohue/ed

A compendium of over 2,4000 education links listed alphabetically with a description each section.

http://www.u-aizu.ac.jp/~t-orr/tesol/AAA--

This site is specifically for English for Specific Purposes. It lists upcoming presentations and other announcements relevant to ESL learner.

ESL Theory

http://www.tesol.edu/

This site offers articles, listservs, and online workshop announcements as well as links to other sites.

http://www.ericir.syr.edu/plweb.cgi/fastweb (ERIC database)

Articles that can be obtained through the ERIC database are listed at this site.

Textbook Companies

http://www.awl-elt.com/resources/indes (Scott Foresman and Longman)

This site has a "Resource Bank" that is very helpful. It includes Teacher's Tips, Worksheets, etc. Although it is sponsored by Scott Foresman and Longman, it is a helpful site that provides strategies for ESL teachers to use.

http://www.curriculumassociate.com/adulted

(Curriculum Associates) Describes books that are available commercially.

Government

http://www.ed.gov/offices/OCR/ELL/index.html

The U.S. Department of Education Office for Civil rights site which includes extensive explanations of the law, implementation strategies, definitions, evaluation, assessment, monitoring, and much more.

Training Programs for Teachers

Hele a Kumu Project

A federal grant project assisting unlicensed ESL and bilingual teachers, part time teachers and teacher's aides to obtain their Hawai'i State teacher licenses.

Project coordinator: Elizabeth Wong
Assistant: Paul Suyama
Telephone: (808) 586-3280

Project Bell (Bilingual Education and Lifelong Learning)

A federal grant project to upgrade the skills and promote the career development of in-service, part-time teachers and educational assistants who teach English as a Second Language/bilingual students.

Project Coordinator: Lea del Castillo
WCCC, TECS Department, College of Education
University of Hawai'i at Manoa
1776 University Avenue, UA2-7
Honolulu, HI 96822
Telephone: (808) 956-3370

Pacific Resources for Education and Learning
1099 Alakea Street 25th Floor
Honolulu, HI 96813
Telephone Number: (808) 441-1440

This organization can assist in learning more about students from the Pacific Region, and the culture of countries in the Pacific.

Limited English Proficiency Funds

Federal and State Vocational, student support, and Transition Center Allocations, are intended for all vocational education, including that provided for Limited English Proficiency (LEP) Students.

Fund Source	Amount	Eligibility	Age/Grade	Other
Carl Perkins Vocational and Technical Education Act of 1998	$5.4 million for Hawaii	Vocational students	Grades 7-12 and post-secondary adults	This amount must cover a broad range of vocational education costs including staff development, program improvement, instruction, data collection, and other special populations. However, small amounts may be available to supplement special populations who are vocational students.
Comprehensive Student Support System	$1,512,239	All students	K-12	Draws together the resources of the classroom, school, and community to provide social, emotional, and physical environments that help students attain personal success and achieve performance standards. Funds pay for complex resource teachers
English for Second Language Learners	$9,123,597	Students whose first language is not English	Grades K-12	Provides support to students whose first language is not English. Services include ESL instruction, bilingual support and acculturation activities. Bilingual school-home assistants serve as liaisons between the school and the student's home, including translation and assessment tasks.
Vocational and Applied Technology	$5,717,538	Pre-vocational and vocational students, including the six special populations as defined in the current federal vocational education law: limited English proficiency, economically disadvantaged single parents, nontraditional, students with disabilities, and displaced homemakers.	Grades 9-12	Provides education and training for employment purposes and/or progression into post-secondary programs. This includes Vocational Student Organizations, a means of developing leadership training and personal development. Vocational Workstudy Funds are also part of this sum.

Fund Source	Amount	Eligibility	Age/Grade	Other
Transition Centers	$832,013	All students at high schools that have transition centers. (Farrington, McKinley Kaimuki, 'Aiea, Waialua, Hilo, Konawaena, Pahoa, Castle, Kailua, Waipahu, Wai'anae, and Nanakuli)	Grades 9-12	Provides services to assist students in making realistic career and employment decisions. Services provided to teachers, counselors, and students which include career development workshops, field trips, employment preparation and referrals to job openings.

Information has been edited from various department sources, and significant details may have been omitted. Details available from department officials. Information provided is subject to change.

Basis for the English for Second Language Learners Program

Language support services provided to national origin minority or language minority students of limited English proficiency are mandated by federal statutes. These federal laws establish the rights of language minority students and define the responsibilities of school districts serving them. Schools are legally bound and obligated to comply with these laws and rulings. Taken together, the laws establish the rights of language minority students in schools and provide guidelines to guarantee equal access to quality educational opportunities for these students.

The Office for Civil Rights (OCR) in the United States Department of Education is the agency which investigates possible non-compliance to the federal laws based on Civil Rights complaints. Schools found in violation of these laws are subject to the prescription of specific remedial actions and/or the withdrawal of all federal funds for the state. This office also conducts reviews of the Department's practices in ensuring equity for language minority students.

Laws and Legal Memoranda

The most important of the federal laws which provide the basis for English as a second Language Program are those which guarantee equal opportunity for all persons in the United States.

Fourteenth Amendment to the Constitution of the United States, 1868

"...No State shall...deny to any person within its jurisdiction the equal protection of the laws." Title VI of the Civil Rights Act of 1964, (42. U.S.C. §200d. Et seq.)

"No person in the United States shall, on the grounds of race, color, national origin, be excluded from participation in, be denied the benefits of, or be subjected to the discrimination under any program or activity receiving federal financial assistance."

Title VI of the Civil Rights Act, 1964 (42 U.S.C.§200d. Et seq.)

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title VI regulatory requirements have been interpreted to mean that students cannot be denied equal access to education because of their limited proficiency in English. The right of these students to participate in and benefit from regular or special education school instructional programs, particularly those receiving federal financial assistance, is explicit.

May 25, 1970 HEW Memorandum (Federal Register 11595)

The Department of Health, Education, and Welfare (HEW) issued an official memorandum clarifying its legal mandate to schools regarding language minority students. The following is a key excerpt from that memorandum:

"Where inability to speak and understand the English language excludes national origin minority students from effective participation in the educational program offered by a school district, the district must take affirmative action steps to rectify the language deficiency in order to open its instructional program to these students...Any ability group or tracking system must be designed to meet such language-skill need as soon as possible and must not operate as an educational dead-end or permanent track."

"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."

The May 25, 1970 memorandum clarified the responsibility of school districts to provide equal educational opportunity to national origin minority students of limited English proficiency. Because language ability is a key to access, schools are directed to help students develop language proficiency to a level in which they can effectively participate in the mainstream curriculum.

The memorandum cautions schools and districts to provide assistance to students in a manner which is timely and does not permanently track them. It also stipulates that parents should be aware of all the educational opportunities available in the school and that such notification should be in a language they understand, i.e., their native language, if necessary.

Equal Opportunities Act of 1974 (20 U.S.C. §1703 (f))

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by...the failure of an educational agency to take appropriate action to overcome language barriers to equal participation by its students in its instructional programs."

Schools are required to provide ESL students with educational support (e.g. bilingual assistance when necessary) in order to provide access to all educational programs and opportunities. Students cannot be denied full participation simply because schools have failed to help them overcome language barriers.

Landmark Court Cases

Several landmark court cases have applied federal laws relevant to national origin and language minority students. Decisions of the United States Supreme Court are binding on all school districts in all states. The most notable cases which have an influence on the English for Second Language Learner Program include the following:

Lau v. Nichols, 1974 (414 U.S. 563)

This case was initiated in San Francisco and asked that the school district provide Chinese-speaking students with assistance to ensure that they had equal access to a meaningful education. In a unanimous decision, the United States Supreme Court ruled that:

> *Equality of educational opportunity is not achieved by merely providing all students with the "same facilities, textbooks, teachers and curriculum: [because] students who do not understand English are effectively foreclosed from any meaningful education."*

The Office for Civil Rights, U.S. Department of Education, has the authority to establish regulations for compliance with the 1964 Civil Rights Act.

Plyler v. Doe, 1982. 457 U.S. 202, 203

On June 15, 1982, the United State Supreme Court held that undocumented (i.e. not registered with Immigration and Naturalization Services) alien children cannot be denied a free public education because such a denial would violate their constitutional rights of equal protection. As a result of this, no student can be denied registration or enrollment in public schools because he/she does not have immigration status documentation.

Castaneda v. Pickard, 1981. 648 F2 989 (5th Circuit)

In this case in Texas, the Court ruled that in order for schools to meet the compliance requirements of the Equal Educational Opportunities Act, schools must pass a three-part "test," which serves as guidelines for effective school programs for ESL students:

- The program must be based on an educationally recognized theory (e.g. ESL and/or bilingual instruction).
- Schools must provide the resources and trained personnel necessary to transfer theory into effective instructional practices.
- Schools must show measurable positive results within a reasonable amount of time. If results are not positive, these schools must take steps to determine the cause and modify the program accordingly.

The implications of this court ruling are that schools need to justify and document their instructional approaches and practices for ESL students and be able to explain their educational decisions to parents and the Office for Civil Rights. They also need to continually assess the effectiveness of their program and make adjustments as necessary.

Other Basis for the English for Second Language Learners Program

The Hawai'i State Educational Functional Plan policy (226-21 b 3) specifies that the Department of Education provide "appropriate educational opportunities for groups with special needs." A corresponding 1989 Board of Education goal statement in *Working Together Toward Excellence* (Section B-I-4) reiterates: "Assure appropriate services for individuals with special needs," and includes references to the strengthening of the implementation of the English as a Second Language Program.

Single Parents and Displaced Homemakers

A Single Parent is an individual who is unmarried or legally separated from a spouse; has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

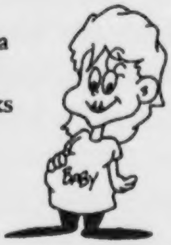
A displaced homemaker is an individual who is an adult and has worked primarily without remuneration to care for home and family, and for that reason has diminished marketable skills; has been dependant on public assistance or the income of a relative but is no longer supported by such income; or is a parent whose youngest dependant child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

- ✔ Tips
- ✔ Activities
- ✔ Community Resources
- ✔ Publications
- ✔ Videos
- ✔ Staff Development and Class Speakers
- ✔ Websites
- ✔ Funding Streams
- ✔ Laws

> "...the typical American family is shrinking in proportion to the population. More than half the children born in America today will live in single-parent homes before age 18. Single parents find it much more difficult to manage work and child care and to link up with the opportunities and protections of the traditional labor market."
>
> —The Common Good Social Welfare and the American Future

Tips for Teachers and Counselors:
Supporting Success for Pregnant and Parenting Teens

1. Get to know each teen parent as an individual, and let them know that you are on their side.
2. Remember: pregnant teens are doing something very difficult. Give them credit for the responsibility they are taking on.
3. Be prepared to provide home instructional work for the two to six weeks the teen is out during delivery of the baby.
4. A pregnant teen may need a separate chair and desk late in her pregnancy. Try to make things comfortable.
5. Near the end of her pregnancy, your student may need extra time to get to class or use the bathroom.
6. Get to know the parent teen teacher or counselor that works with your student.
7. Keep those expectations high, and don't "baby" the student.
8. Teen parents get a lot of advice. If you're going to give advice or tips, make them fun.
9. Remind teen parents under stress that they can call The Parent Line anytime (526-1222).



Tips for Teachers of Adults:
When Single Parents or Displaced Homemakers Come to Your Class

1. Things you should know about single parents:

   They may not have a place or any quiet time to study
   They may have problems with getting a babysitter
   Their child may be sick
   If on public assistance, they may have to do volunteer work
   They may not have medical insurance

2. Make yourself accessible to your students. Let them call you if they have to miss a class.
3. Be familiar with campus support systems for single parents, and get to know the counselor who is the best resource for child care or special financial aid.
4. Encourage your students to support each other, exchange phone numbers, develop a network for getting information about class work, homework, information about childcare, etc.
5. Use group activities in class, where appropriate.
6. Treat each student as an individual.

Tips

for Teen Parents

Getting to Graduation

1. Find a teacher or counselor that you can talk to about anything.
2. Find a teen mom role model.
3. Accept that you are strong; no one can make you feel powerless.
4. Find a purpose in life.
5. Make a list of small, medium, and large goals to reach that purpose.
6. Refuse to accept the viewpoint that you are limited.
7. Picture yourself reaching one of your goals.
8. Ask for your family's support.
9. Find out what resources are available for you.
10. When times are tough, keep your sights on one of your goals.
11. If you need someone friendly to talk to, call The Parent Line (526-1222).
12. Be polite.
13. Ask for help when you need it.
14. Inform your teachers about the possible time you will be away from school when giving birth.
15. Ask teachers to give you work while you are out.
16. Make a plan on how you can get the work back to them and pick up more work.
17. Remember, you usually have choices about when you can make doctor's appointments; plan the appointment after school or on weekends.
18. If you have to go for an appointment during school time, make sure that you get a note explaining the absence.
19. Start planning for childcare at the beginning of your pregnancy. Who will provide childcare, and who will be the back-up?

> ***"If you don't know where you're going, how can you expect to get there?"***
>
> — Basil S. Walsh

You've Come a Long Way!

Tips for Parents Attending College or Employment Training:

Staying on Track

1. Develop a routine so that you study early, and keep up to date as much as possible.
2. Try to never miss class.
3. Keep a calendar of everything from your classes and update as much as needed.
4. Get to know each of your instructors so that you develop a relationship and can call them if you miss a class.
5. Have a back-up plan for childcare Ask a counselor about childcare services for sick children.
6. See a counselor if you are having problems at school.
7. Maintain at least a C average.
8. Get the phone number of a few of your classmates in case you miss something in class, or if you're absent, it's not so overwhelming.
9. "Tomorrow" is often the busiest day of the week. So do it now.
10. Ask your teacher for feedback and suggestions.
11. Explain to your children how improving yourself will benefit them.
12. Ask them to help you while you do your homework.
13. Remember, you will live through this.
14. Come in with an open mind.
15. Think positive
16. Apply yourself the best you can.
17. When times are tough, turn to other single parent students and be supportive of one another.
18. Don't forget to laugh.
19. Find a career goal that makes you happy.

How to reduce worry:

- **Learn and Act.** Use your mind to look for facts and potential solutions; real actions can solve or reduce the situation you are worried about.
- **Write Worries Down.** This helps keep your thoughts focused and slows down the speed at which worries keep piling up.
- **Limit the Time You Worry.** This gives you time to deal with the trouble, but more importantly, gives you the whole rest of the day to put off that worry and get on with the rest of your life.
- **Do a "Worst Case" Scenario.** It offers time to look at the possible bad results in the situation you worry about, and also what good might come. You can then look at a fuller range of options not just the bad.

- LET OTHERS HAVE SOME WORRY TOO. It takes all the responsibility off you in those very real cases when someone else should take some of the worry, too.

How to study the "SQ4R" way

- **Survey**–Read chapter outlines, chapter headings, recaps, objectives, etc.
- **Question**–Formulate questions you believe will be addressed in reading
- **Read**–Read material quickly, carefully, actively; try to answer previously formulated questions
- **Reflect**–Write in a journal, make notes, or simply wonder about the material
- **Recite**–Explain aloud to yourself or another person what you have read; use study guide; answer questions at end of chapter
- **Review**–Go back over what you have learned; use a study guide; reread recaps, reviews, or end of chapter summaries

Tips

for Parents of Teen Parents:

When Your Child Becomes a Parent

1. Let your teen parent know that you are on her or his side.
2. Get to know the support counselors at your child's school, and the teachers she or he is working with.
3. Find out what kinds of resources are available for your teen.
4. Encourage your pregnant teen to stay in school.
5. Find out if there is a parent support group.
6. Show your children that you love them every day.
7. Give your child positive strokes when you catch them doing something right.
8. Prepare what you are going to say before you offer advice or criticize.
9. Make sure your teen is doing homework and attending classes.
10. Doctor appointments should be scheduled when your teen is not in school - in the afternoon or on weekends. If your teen has to go for a meeting or doctor appointment during class time, make sure she gets a note from the doctor or agency and lets teachers know that she will be absent.
11. If you need someone to talk to, call The Parent Line at 526-1222.
12. Be consistent and don't give up.
13. Let your teen learn to be the parent of her child.
14. If you are going to be the childcare provider for your teen, make sure she has a back-up plan in case you can't do it.
15. Remember, you can't control your child but you can have a great deal of influence.

Classroom Activities

Getting Acquainted

This is a playful way for teachers to learn students' names. Students appreciate this method of getting acquainted, as well. It's appropriate and useful for any type of classroom.

Soon after the exercise begins students realize that those further along in the circle have more names to learn, so it's important to emphasize that everyone can help each other in remembering the names. For a large class, the teacher could have everyone recite the names together.

1. Arrange classroom so that the group is sitting in a circle
2. Have each student choose the name of a food that sounds most like the first sound of their name.
3. The teacher, who has to be comfortable with being on a first-name basis for this exercise, gives an example using her or his name. For example: "My name is Gerald and I like to eat jabong" or "My name is Lori and I love lobster."
4. The student to one side of the teacher repeats what the teacher has said about his or herself, and then adds their name to the mix. For example, the student says: "His name is Gerald and he likes to eat jabong. I'm Kamuela and I like calzones" (See, it's the sound, not the spelling, that matters).
5. By the time four or five people have said their names, there's a collective groan that means "How are we going to remember all these names?" Time to remind the students to practice saying the names together, softly.
6. The circle ends with the instructor saying all the names.
   If this sounds hard, remember, everybody can ask for help at anytime, including the instructor. Since it's easier to remember food than names, you will be surprised at how much more one remembers. Another interesting effect is that in the following days, students usually remember each others' food names first.
7. Close the exercise by asking everyone to take out a piece of paper and write the class name on top. Ask them to write down everyone's name and food, as you time them. This usually takes less than a minute and you can reward everyone for how quickly they were able to learn names. Lastly, ask the class if they need to check on any spellings of names.
8. Depending on the class size, this may take an entire class period, but is well worth it because students leave with a sense of accomplishment and a list of each other's names. Also, the teacher has a head start on remembering student's names and setting a friendly tone for the class.

For additional activities of a similar nature, refer to:

Add to Your *"Bag of Teaching Tricks"* published by the Charlotte Vocational Technical Center or *Diversity Icebreakers: A Trainer's Guide* by Selma Myers and Jonamay Lambert. Both are available at the Western Curriculum Coordination Center, 956-7834.

The Resource Portfolio

Portfolios are used for many educational purposes. Portfolio assessment is part of the current practice of alternative forms of assessing student work. The Western Curriculum Coordination Center at the University of Hawai'i has an extensive library on portfolio and alternative assessments designed to help teachers connect learning and assessment. Some examples are:

> *Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit.* Columbus, OH: Ohio State University, 1996. (Call no. 370.11 OH 1996 BC# 25029)
>
> *Portfolio Assessment.* Louisville, KY: NNCCVTE, Conference, 1993. (Call no. 370.11 KY 1993 BC# 14160)
>
> *Career-technical Assessment Project: Portfolio.* San Francisco, CA: Far West Laboratory, 1993. (Call no. 370.11 CA 1993 BC#15098)

This activity can be revised for use in any subject classroom, and adapted for any age/grade level, including postsecondary.

The Student Portfolio

This activity uses the portfolio concept to focus the student on the complex and diverse issues related to child rearing, family resources, and economic self-sufficiency.

Have students bring in a large three-ring binder. Encourage students to personalize the notebook with their name; drawings; and pictures of self, family, and/or child. Provide markers, colored paper, magazines, and clear contact paper for students to use in decorating their notebook.

Using different colors of construction paper, make notebook dividers to represent different areas of resources, such as those listed below. Help students choose areas that are relevant to them and be flexible in adding other areas as student needs arise. Have each color represent a different unit such as:

1. Child Care and Development Resources
2. Child Health and Nutrition Resources
3. Family Planning Resources
4. Family Relationship Resources
5. Legal Resources
6. Personal and Family budget and Finance
7. Career Guidance

Students can make a Table of Contents for each area. Each time a resource idea is added to an area, list the resource in the Table of Contents for that section. Entries can be printed materials, guidance tests, pamphlets, business cards, photos, or written reports. Each entry should have importance and meaning for the student.

Response and Dialogue Journals

Journal writing activities have many purposes. They can help students digest new material, reflect on class discussions, be a vehicle for self-awareness and self-assessment, and more. Instructors can adapt the activities to meet student and course content needs. Also, journals are a useful tool when combined with portfolio assessments. The following are some sample journal exercises. Teachers can decide on the length of the entries, how the journals will be read (i.e., the teacher can review them once a week, or journals could be shared in class, etc.), and other details that make them relevant to the class.

The Response Journal: Discovering your own Ideas

1. What is the response journal?
   It's a journal in which you write about the ideas you have as you read a book.
2. How do you write a response?
   Think about the book you are reading.
   Try to connect these ideas to your own life experience.
   As you think, reflect and question, listen to yourself, and then write these ideas down.
   If you don't understand the chapter that you are reading, write down why.
3. Here are some prompts that you can use to start writing:
   - I began to think of ...
   - I know the feeling ...
   - I love the way that ...
   - I can't believe that ...
   - I can't really understand ...
   - I realized ...
   - I wonder why ...
   - I noticed ...
   - I was surprised that ...
   - I think ...
   - If I were ...
   - I'm not sure ...
   - I agree with ...
   - I disagree with ...

The Dialogue Journal

Dialogue journals are a good place to start to think about what you've learned in class. Read through your journal before you answer these questions:

1. What changes do you notice (in what you worked on, what you wrote, how you wrote or anything else) when you read through your journal?
2. Now, think more generally about the class and what you've learned. This might be learning goals that you have met, or things you learned that weren't even originally goals.
3. Were there things that you wanted to achieve and didn't? If that happened, why do you think it happened?

4. Did you notice any changes in yourself, in how you feel or how you act, in and out of class?
5. What are your plans for next semester?

Brown Bagging

The purpose of this activity is fourfold:

1) it helps the instructor to become acquainted with the students;
2) it helps to develop a strong support group;
3) it helps individual participants to bring out areas of interest in themselves that they otherwise were not aware of;
4) and it helps to increase self-esteem.

1. The instructor brings a small brown lunch bag with items inside which represent his or her "life." Examples include pictures of children or family, a sample of hobbies such as books or tape, or pictures from magazines of places to visit or things to do. Wrappings from a favorite comfort food, as well as items in a favorite color add interest. Significant certificates and legal documents can also be in the bag. (Many times students will include divorce papers.)
2. At the end of the first session, give each participant his or her own brown bag and ask them to fill it and bring it back to the next class. Each participant has the opportunity to display the items in his or her bag. Some will not limit themselves to a small bag.
3. Next class session, the students introduce themselves via the brown bag. For closure, you can ask each student to write something about the activity.

You're Needed at Work!

The Employer's Side

Directions: You are the manager at a mini-market that also prepares and sells bento lunches. Which reasons would you accept from employees that miss work?

		Reasons		Notice	
	Good Reason	OK If Not Done Often	Poor Reason	Same Day	1-2 Weeks
1. I'm sick in bed with the flu.					
2. My child is sick.					
3. I have a doctor's appointment.					
4. We're going on vacation.					
5. I have to help my brother move.					
6. I have to go to court.					
7. My brother came in unexpectedly last night. I haven't seen him in a year. He's leaving tomorrow.					
8. I have to go to my sister's graduation.					
9. There was a death in my family. I have to go to the funeral.					
10. I have a dentist's appointment.					
11. My car broke down.					
12. I just don't feel good.					
13. Someone I really like asked me out tonight.					
14. I can't find a babysitter.					
15. My dad wants me to help him today.					
16. I missed my bus.					
17. I was up late last night. I'm too tired to go to work.					
18. I didn't call in because we don't have a phone.					

I Can't Come to Work Today

The Employee's Side

Directions: For each situation below, tell whether the reason for missing work is justified. If it is, write down who you should call, when you should call, and how you would explain this reason for missing work.

1. Your grandmother died on Wednesday. Her funeral is on Friday. You want to attend the funeral.
   Justified ________________________________
   Who ________________________________
   When ________________________________
   How ________________________________

2. Your car broke down late last night as you were returning from shopping. You had to have it towed to a garage five miles from your home. You want to spend the day getting it repaired. It is now 7:00 a.m. You are supposed to start work at 9:00 a.m.
   Justified ________________________________
   Who ________________________________
   When ________________________________
   How ________________________________

3. Your favorite rock star is going to be in town next week. Two weeks ago, you waited in line for six hours to buy tickets for the concert. It is two days before the concert and you realize you have not asked off from work to go to the concert.
   Justified ________________________________
   Who ________________________________
   When ________________________________
   How ________________________________

4. You woke up this morning with a bad headache, fever, and chills. You thought you would get better before having to be at work at 4:00 p.m. It is now 2:00 p.m. and you feel worse.
   Justified ________________________________
   Who ________________________________
   When ________________________________
   How ________________________________

5. Several of your friends came over and want you to go swimming this afternoon. It is a beautiful day and you are having fun visiting with your friends. You don't feel like working. You are supposed to be at work in one hour.
   Justified ________________________________
   Who ________________________________
   When ________________________________
   How ________________________________

The Anger Worksheet

The following activity is to help understand and cope with angry feelings. After doing a self-evaluation, get in small groups, to discuss some of the materials listed at the bottom of the page.

Rank the following statements according to their importance:

1 = most important
2 = somewhat important
3 = least important

1. _______ If I were adequately in control of myself, I would never experience anger.
2. _______ Certain people make me angry more often than others.
3. _______ Frustrations are caused by situations or other people.
4. _______ Our skills in dealing with anger were learned in childhood.
5. _______ I can eliminate my anger by never thinking such thoughts.
6. _______ Women and men respond to anger differently.
7. _______ In order to deal effectively with one's anger, we need to honestly explore the reasons for our feelings and responses.
8. _______ When we do not like someone, it's because when we're with them we're reminded of some beliefs about ourselves that are uncomfortable for us.
9. _______ Expressions of anger or frustrations are really expressions of unmet needs.

Score: __________

In small groups or as a class, chart scores to show the results in order to see the similarities and differences in attitudes about anger.

Some other discussion questions:
Are there cultural differences regarding anger?
What kinds of health problems come from blocking or denying one's anger.
How do you feel after you express anger?
Do you often get angry with the same person? If so, why do you think that is?

Community Resources for Single Parents and Displaced Homemakers

Alu Like

Alu Like is an organization that provides support for Native Hawaiian families in numerous ways. For more information, call 536-4494 on O'ahu; 961-2625 on Hawai'i; 553-5393 on Moloka'i; 245-8584 on Kaua'i; 242-9774 on Maui; and 1-877-553-5393 for Lana'i.

The Alu Like website is: http://www.alulike.org/. The following services are helpful for students who are parents:

1. Native Hawaiian Childcare Assistance Project, 535-1300. For students. Helps to pay for childcare costs for Native Hawaiian children. May have a long waiting list. Parent has to be working, in school, or in training.
2. Native Hawaiian Vocational Education Program, including Hawai'i Technology Institute (accredited); program is still expanding; non-Hawaiians will be able to participate for a fee; a fifteen week (approximately) course for further education on computers.
3. Pulama I Na Keiki Project: Native Hawaiian family-based education service to help pregnant teens and teens parents learn about prenatal care. For more information call: 535-6766 on O'ahu; 934-9180 in Hilo; 885-7040 in Waimea; 329-4801 in Kona; 245-8859 on Kaua'i; 248-7521 in Hana; 244-8849 in Wailuku; and 553-3284 on Moloka'i.
4. Native Hawaiian Library Project: operates school programs in certain areas, such as the "Read to Me" program.

Ask 2000

For parents, teachers, and counselors. Provides general information and referral statewide. On O'ahu, call 275-2000; for Neighbor Islands (toll free), call 1-877-275-6569.

Baby Hui: Infants and Toddlers

This program offers a statewide network of support groups for families with children up to 3 years of age. Groups are set up by the hui and cover topics on good parenting. Participants get information, support, and meet others with similar needs. Donations requested but waivers also available. On O'ahu, call 735-2484; Hilo, 969-3808; Kona, 325-5729; Kaua'i, 821-0857; Maui, 893-2106; Neighbor Island Info Line (toll free) 1-888-895-2484.

Catholic Charities Family Services: Mary Jane Program - Pregnancy Services - 261-9776

Provides counseling and support services to pregnant and parenting teens. Assists in accessing additional services, including prenatal care, information on diet and nutrition, concrete assistance (Medicaid, WIC, AFDC), parenting skills, continuing education and vocational training. Location: 200 N. Vineyard Blvd., Suite 200, Honolulu, HI 96817.

Center on the Family - 956-4132

The Center on the Family is locally based and has numerous free pamphlets and publications, as well as research projects aimed at helping economically disadvantaged families. Free resource kit for child rearing, ages one to five. Material can be obtained by phone, mail, or fax. Office hours: 8:00 a.m. - 4:30 p.m., Monday - Friday. Location: University of Hawai'i at Manoa, 2515 Campus Road, Miller Hall 103, Honolulu, HI 96822.

Center for Equal Justice (A Walk-in Clinic) - 536-4302

Helpful for students, low-income people, non English speakers, or for people who need help with documents where phone assistance is ineffective. The clinic also has computers that can be borrowed, a copy machine for clients' use, typewriters, and a free notary public (by reservation). Also available: self-help brochures and packets, as well as legal clinics, a 24 hour information line (527-8000) and phone counseling. Location: The Friend Building, 924 Bethel Street, Honolulu, HI 96813. Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.

Child and Family Service

Programs for parents and families such as Homereach, to improve the quality of life for children, children's families, and their communities. For more information: 681-3500; 521-2377 (O'ahu); 935-2188 (Hilo); 323-2664 (Kona); 245-5914 (Kaua'i); 877-6888 (Maui); 567-6100 (Moloka'i).

Domestic Violence Clearinghouse/Legal Hotline

Provides information and legal representation for people in an abusive situation. Topics include legal protection, reporting to police, getting a restraining order, legal rights and options, divorce issues, child custody, and post divorce decrees. Offers financial aid for rent, rent deposits, utility bills, and other emergency expenses to persons escaping abusive situations ($200 maximum). For more information: 521-3771 (O'ahu); 1-800-690-6200 (Neighbor Islands).

Hawai'i Housing Authority

Operates public housing programs for low-income families, and provides rent supplements and subsidies. For more information, call 832-5960 (O'ahu). For the Neighbor Islands, call the management units: E. Hawai'i, 933-0474; W. Hawai'i, 322-8112; N. Hawai'i, 887-8130; Maui, 243-5001; W. Kaua'i, 337-7664; E. Kaua'i, 821-4415; Moloka'i, 522-2270.

Dept. of Health (DOH), Kaua'i

Support services for student parents:
  Family Guidance Center, 274 -5883
  Zero to Three Program, 823-0092

DOH WIC (Women, Infant, Children) Services

For low-income parents. Provides a nutrition education program and food supplements for pregnant and postpartum women and children (infants up to one year of age; children up to five years of age). On O'ahu, call Honolulu WIC at 586-4768; Kalihi Palama WIC at 841-0011; Kapi'olani WIC at 983-8531; Kokua Kalihi Valley WIC at 848-0980; Leeward WIC at 675-0365; Queen Emma Clinic WIC at 537-7942; Wahiawa WIC at 622-6458; Wai'anae WIC at 696-5561; Windward WIC at 233-5470; Waimanalo WIC at 259-7948, x152 or 143. For Maui, 872-4034 or 984-8225/8226. For Hawai'i County: Pahoa, 965-3030; Hawai'i, 974-4270; Kona, 322-4888. For Kaua'i WIC, 241-3080. For Moloka'i WIC, 553-3208.

Dept. of Human Services (DHS), Financial, Food, Medical.

The Benefits, Employment, and Support division of DHS provides financial assistance, food stamps and medical payment assistance (excluding Quest) for needy individuals and families. For more information: 643-1643 or 586-8048 on O'ahu. For Kaua'i, call 274-3300; Maui, 243-5162; Moloka'i, 553-5349; Lana'i, 565-7271; Hawai'i, 959-6903.

DHS, Med-quest Division

A health insurance program for those without any other insurance. On O'ahu, call 587-3522 or 587-3540. Toll-free number for other islands: 1-800-468-4644.

Early Head Start

For low-income parents. Provides parent education and child development activities for children ages 0-3. On O'ahu, call 842-5996 or 847-2400; West Hawai'i, 329-7773; Maui, 242-0900; Lana'i, 565-7173.

Employment Training Center - 832-3881

Offers hands-on job skills training and/or training for further education, such as computer and technology training. The center also provides support services. The Single Parent coordinator/counselor can assist single parents in the program with finding childcare connections and other resources, and provide personal and career counseling.

Even Start

The goal is to improve the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Children attend preschool while their parents attend vocational or community college classes. For more information, call 394-1384 or 394-1387 (O'ahu) or contact the schools listed below. School sites may change, depending on funding. Presently, there are five sites: Maui, Lihikai Elementary School; Hawai'i County: Konawaena High School, Na'alehu Elementary and Intermediate School, and Lapahoehoe High and Elementary; Oahu, Waialua Elementary.

Family Centers

Located throughout the state, each center may vary but in general they provide support for families, including counseling, parental information, resource people and family activities: Kane'ohe, 235-7747; Kuhio Park Terrace, 841-6177; Ka'u, 929-9611; North Kohala, 889-0036; Hanalei, 826–1011; Waimea, 338-0252; Moloka'i, 553-3276.

Family Peace Center

Provides counseling and classes on anger management and parenting. On O'ahu, call 832-0855; for Maui and Lana'i, call 244-2330.

Fernhurst YWCA Quest for Partners - 949-0266 (Messages)

Offers house-sharing program to help people find safe/affordable housing. Holds bimonthly meetings (1st and 3rd Tuesday, 7:00 p.m.) so prospective sharers can meet. Locations: 1566 Wilder Ave, Honolulu, HI 96822. Fax machine is used for both phone and fax, so leave message after fax machine stops beeping. Administrative number: 941-2231.

Fernhurst YWCA Single Parent Advocacy Network (SPAN) - 941- 2231

For single parents, this program provides information and referrals. Also offers a resource bank and weekly support group on Friday evenings. Location: 1566 Wilder Ave., Honolulu, HI. 96822. Hours: Monday - Friday, 8:00 a.m. - 5:00 p.m.

Good Beginnings Alliance

Every county in Hawai'i has caregiver groups for parents with young children which provide ongoing activities for parents and their children. O'ahu and Hawai'i, 531-5502; Kaua'i, 826-7915; Maui, 242-1608.

Hawai'i Kids Count – 956-4136

A good resource for teachers or others seeking demographic information. Has data base on the status of children in Hawai'i. Monitors status and progress of children and families. Has links to a National Kids Count Network.

Head Start

A child development program for three to five-year-olds who are from low-income families, or have special needs, or whose developmental progress would regress if educational support services were discontinued. On O'ahu, call 847-2400; Hawai'i, 961-2686; Kaua'i, 246-9591; Maui, 249-2988; Moloka'i, 553-9805.

Healthy Mothers, Healthy Babies Coalition – 951-5805

Helpful for parents or teachers, the Healthy Mothers, Healthy Babies Coalition coordinates statewide support for maternal, child, and family health, including prenatal care and assistance for pregnant teens. Has a Healthy and Hapai Calendar designed for Hawai'i's multicultural population, available through the Mothers Care Phoneline (see all-islands listing below).

Healthy Start Programs

There are many Healthy Start programs throughout the state for parents and children, ages 0-5. The caregivers visit the home to support positive parenting and early child development. Call the numbers below to find out about the program that covers your community: on O'ahu call 535-7660; East Hawai'i, 961-3877; for West Hawai'i, 326-7778; for Kaua'i, 245-5914; Maui and Lana'i, 242-0900; 553-3276 for Moloka'i.

Helping Hands Hawai'i, Community Clearinghouse - 845-1669

For economically disadvantaged, this organization can provide furniture, major appliance, household items and clothing free of charge. Location: Bldg 914 Kapalama Military Reservation, off Sand Island Access Rd., Honolulu, HI 96817. Additional phones: 536-7234. Hours: Monday, Friday, Saturday: 9:00 a.m.- 5:00 p.m., Wednesday: 9:00 a.m. – 9:00 p.m.

Homeless Solutions Inc. - 845-5065

Temporary and low-income permanent housing for people who qualify.

Homereach: A Home Visitor Program for Families with Children Ages 0-5.

A program of Child and Family Service, provides free support and encouragement, counselors, play groups, assistance with connections to other social services, educational videos, cassettes, and more. For more information: 681-3500; 521-2377 (O'ahu); 935-2188 (Hilo); 323-2664 (Kona); 245-5914 (Kaua'i); 877-6888 (Maui); 567-6100 (Moloka'i).

HCAP (Honolulu Community Action Program) - 521-4531

HCAP has information about Head Start Programs. For similar neighbor island counterparts, see directory listing under Kaua'i, Maui, or Hawai'i Economic Opportunity.

Honolulu Community College Single Parent Information:

Honolulu Community College has a childcare program on campus. Single parents can apply for a childcare grant through the Financial Aid Office (call 845-9116) or at Keiki Hau'oli Children's Center (845-9466).

Kahalu'u Family Center (Key Project) - Phone: 239-5777

The center offers a wide variety of community programs, including recreational activities, counseling, parent-child workshops, summer fun, after-school programs and more.

Kane'ohe Community Family Center - Phone: 235-7747

Center offers programs, activities and services to facilitate the strengthening of families and communities from Kane'ohe to Kualoa. There are parent-child activities; parenting support, information, referral services, and more. Hours: Monday - Friday, 8:00 a.m. - 4:30 p.m. Location: 46-202 Ha'iku Rd., Rm. P-2, Kane'ohe, HI 96744.

Kapi'olani Community College Single Parent Program - 734-9500

Provides personal and career counseling for single parents and displaced homemakers. Also helps with academic, childcare, and financial aid concerns. Has child care vouchers for qualified students. Provides support activities, parenting information, and advising about resources in the community. Also publishes a support newsletter.

Kapi'olani Young Women's Clinic - 973-8501

Provides prenatal and after birth care, as well as medical services for young women ages 12 to 18. The clinic sees people on Wednesdays, between 12:30 p.m. and 3:30 p.m. Call for an appointment. Location: 1319 Punahou Street, Honolulu, HI 96826.

Kaua'i Community College Single Parent Program - 245-8245

Offers survival skills training, information on financial aid, information about the campus, counseling, money for tuition wavers, and vouchers for books for student parents and displaced homemakers.

Kaua'i Economic Opportunity - 245-4077

Information about Headstart programs and other community services.

Hale 'Opio Kaua'i, Inc. - 245-2873

This agency has in-community programs for children, youth, and families, as well as an emergency shelter. Also provides counseling, home-based services, and school-based services.

Legal Aid Society of Hawai'i: Affordable Lawyers - 527-8027 (Honolulu)

Helpful for students, this service provides those of moderate means legal assistance, including document preparation for uncontested divorce, uncontested guardianship. Location: 1108 Nu'uanu Avenue, Honolulu, HI 96817. Neighbor Island numbers: Maui, 244-5400; Kaua'i, 245-4728; Hilo, 935-434; Kona, 331-1124.

Legal Aid Society of Hawai'i - 536-4302 (O'ahu)

Helps low-income people going through major changes such as divorce and/or moving towards self-sufficiency. For assistance, call from 9:00 a.m. - 11:30 a.m. or from 1:00 p.m. - 3:30 p.m., Monday - Friday. For other islands: Hilo, 934-0678; Kaua'i, 245-7580; Kona, 329-8331; Maui, 242-0724.

Leeward Community College – Adults in Transition-455-0250

Provides self-development and career/life planning credit classes. Helps to build self-esteem, set goals, and receive support from others dealing with similar issues. Location: 96-045 Ala Ike St., Pearl City, HI 96782.

March of Dimes – 973-2155

Agency has free health and education materials and pamphlets for teachers and counselors, as well as a domestic violence "palm" card with a list of emergency numbers. They also have speakers that can present various topics around prenatal care.

Maui Childbirth (Imua Rehab) – 244-7467

Childbirth education and infant care.

Maui Community College Single Parent Program - 984-3272

Offers academic advising, personal counseling, and assistance with purchasing textbooks. There is a Headstart childcare facility on campus.

Maui Economic Opportunity Council - Maui, Moloka'i, and Lana'i

Operates Head Start programs and other community services. Call 871-9591 for information about Maui. For Lana'i, call 565-6665; for Moloka'i, call 553-3216.

Moloka'i Family Center – 553-3276

Provides a wide variety of support for teen parents and single parents. The Healthy Start program does home visits, and a program for children with special needs is operated from this center. A play corner for kids 0-3 provides respite time for parents; and the GAP and PACT programs support teens.

MothersCare for Tomorrow's Children - 535-7988; 1-800/722-3020

Helps teen parents get early and adequate prenatal care. Has incentives to help mothers get check-ups: coupons, health tips, the Healthy and Hapai Calendar, and a pregnancy information packet for pregnant teens. Hours: Weekdays 8:00 a.m. - 4:30 p.m.; Saturday, 8:00 a.m. – noon.

National Association for the Education of Young Children - 1-800-424-2460

For teachers, parents. Provides brochures on early childhood. Address: 1509 16th Street, NW, Washington, DC, 20036

The Parent Line: O'ahu 526-1222; Neighbor Islands Call Toll-Free 1-800-816-1222

A confidential "warm line" provides support, encouragement, and information on parenting, as well as information on community resources such as parenting classes, counselors, play groups, support groups, information on breast feeding, and social services. Parent Line also sponsors workshops for schools, agencies, etc., and will address issues that are requested. They publish and/or distribute literature for parents and professionals. There is a video and book library available for professionals such as teachers.

Hours: Monday - Friday, 8:00 a.m. - 6:00 p.m. and Saturday, 9:00 a.m. - 1:00 p.m.

The Parent Project, Palama Settlement - 848-1944

This program is a parenting education and training program to help parents cope with teenage children. It is specifically designed to help parents intervene in destructive adolescent behaviors. The project is designed as a course that meets for ten weeks; parents meet others to develop a support group.

PACT (Parents and Children Together) - 847-3285

Many resources for parents and families. PACT runs Head Start programs, home visitors programs, parenting classes, family centers, community teen programs and much more.

PACT Hana Like Home Visitor Program - 841-2245

For teen parents and their families the focus is on prenatal and newborns up to 90 days old. Families must live in Healthy Start service areas of Kalihi, Windward O'ahu, or Moanalua. Offers weekly home visits to focus on positive parenting. Provides emotional support, teaches appropriate parenting skills and basic child development. Provides referrals to other community resources. Reduces parental isolation by encouraging participation in community or Hana Like group activities. Also has a father's support program.

Parents without Partners - 262-6442

Support for single parents by sponsoring many social activities. Call Phyllis at 262-7441 (days only) for questions and to sign up for newsletter. The group meets at the Harris United Methodist Church in Honolulu once a month.

PATCH (People Attentive to Children) - 839-1988

Child care referral; home visits. Child Care Food Program, 839-1990.

Public Health Nursing, Department of Health

Public health nurses make visits to advise on health and safety, and to encourage teen parents to go back to school. On O'ahu, call 586-4620; East Hawai'i, 974-6025; West Hawai'i, 322-9331; Kaua'i, 241-3387; Maui, 984-8260; Moloka'i, 553-3663; Lana'i, 565-6622.

Queen Lili'uokalani Children's Center

Provides services for families of Hawaiian children. For 'Ewa, call 676-5070; Wai'anae, 668-2314; Honolulu, 847-7991; Ko'olau Poko, 235-7613; Waialua, 637-2792; Windward, 293-8577; Hilo, 935-9381; Kona, 329-7336; Kapa'a, 823-6625; Lihu'e, 245-1873; Waimea, 338-0068; Maui, 242-8888; Moloka'i, 553-5369.

Respite Child Care Programs

PACT Respite provides three hours of free childcare, one day per week. There are many locations in Honolulu; call 847-3285/847-7462 for more information and/or for a free brochure. Other Respite programs: Central O'ahu/Leeward 671-4900; Wai'anae and Wahiawa 696-3482; Moloka'i Family Support 553-3276.

Teen Intervention Program - 973-8501

Provides free social services to teen parents and family members. Programs include counseling, a workshop for parents of children up to eighteen, a teen father's program, prenatal and parenting classes, and peer support groups. Hours: weekdays 8:30 a.m. - 5:00 p.m. Location: 1953 S. Beretania Street, Suite 3A, Honolulu, HI 96826. Bus fare is available.

Teen Line

The help and information "warm line" phone services include recorded advice about many subjects concerning teens such as communicating with parents, dealing with emotional problems, and even practical and vocational concerns. Peer listeners are also available in the afternoons. Besides English, the services are available in Vietnamese, Ilocano, Samoan, Cantonese, Korean, and Laotian languages.

Teen Line, O'ahu: 521-Teen
Teen Line, Maui: 243-8336
Teen Line, Neighbor Islands: 1-877-521-Teen

The Queen's Medical Center: Queen's Sick Child Care - 547-4188

Very helpful for students, this for-a-fee program provides healthcare as well as childcare for a moderately sick child. Students are charged $8.00 per day plus a registration fee of $25.00.

University of Hawai'i Women's Center - 956-8059

Helpful for students, parents. Hosts educational forums, support groups and workshops. Maintains a resource library. Networks with campus and community agencies to assist women students in their endeavors.

WATCH (Women's Addiction Treatment Center of Hawai'i) - 547-6117

Information for teachers and students. St. Francis Medical Center offers free substance abuse treatment for women. The Watch Matrix Program (547-6801) offers free methamphetamine treatment.

WIN - Women In Need - 259-9049

Useful for single parents, this program's mission is to assist, encourage, and prepare women for the workplace through seminars, workshops, counseling, etc.

Western Curriculum Coordination Center - 956-7834

Resource for teachers, serves as a clearinghouse for over 30,000 curriculum and resource materials, including print, audio-visual, and computer assisted training materials to benefit vocational education students. Staff assists with database search, curriculum development activities, and more. For a donation, members can make requests by phone or fax and borrow material for four to six weeks. Hours: Monday -Friday, 8:00 a.m. –12:00 p.m.; 1:00 p.m. - 4 p.m. University of Hawai'i at Manoa, College of Education, 1776 University Avenue, Room UA2-7, Honolulu, HI 96822. Website: <http://www.hawaii.edu/wccc> has map and more details about program and ongoing projects.

WorkHawaii and the One-Stop Consortium

A partnership between Department of Labor and Industrial Relations, each county, and private industry. Combines the services of many government and community agencies to provide help for job searches, job training and placement, getting on public assistance programs, collecting unemployment, etc. Services also include: vocational assessment and testing, math and English remediation, childcare, books, tuition, medical and eye examinations dependent on individual circumstances, training in effective communication, time and money management, self-esteem, goal setting, and other life skills. O'ahu locations: Dillingham Shopping Plaza, Wai'anae Community Center; Waialua; Honolulu, Kane'ohe, Waipahu, and Makalapa Community Center. For more information on O'ahu call 523-4221 or 523-4102; for Maui, Moloka'i, and Lana'i, call 243-5332 or 244-4232; for Kaua'i, call Kaua'i Community College at 245-8313.

Publications and Videos for Single Parents and Displaced Homemakers

Publications

A Caring Place for Your Toddler, a brochure published by the National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036; 1-800-424-2460.

For parent, teachers, and counselors. Plenty of information on how toddlers learn and the things a parent should look for in a care giver. To order or to get a listing of other brochures, call the above number.

Access to and Use of Vocational Education in Teen Parent Programs by G. Zellman, C. Feifer, A. Hirsch, September 1992, NCRVE (National Center for Research on Vocational Education)

This report examines the range of vocational education opportunities available to young mothers enrolled in teen parent programs, as well as vocational education use by young mothers; explores the degree of access to these opportunities; and assesses the likely impact of the Family Support Act on teen parents and on the programs that serve them.

Add to Your "Bag of Teaching Tricks," published in 1993 by the Charlotte Vocational Technical Center, 18300 Toledo Blade Blvd., Port Charlotte, Fl. 33948.

A collection of activities that has been successfully field tested in a program for single parents and displaced homemakers. Included are self-awareness activities, goal-setting activities, self-esteem tools, thinking and listening exercises. Can be borrowed from the Western Curriculum Coordination Center on the U.H. Manoa campus, 956-7834. For purchasing information, call 813-629-6819.

Affordable Lawyers, A Project of the Legal Aid Society of Hawai'i.

This brochure explains the assistance that a middle-income family can get through Legal Aid, including document preparation for uncontested divorce, guardianship, and adoption. To order brochures or for more information, call 527-8027 (Honolulu); 244-5400 (Maui); 245-4728 (Kaua'i); 935-4374 (Hilo); 331-1124 (Kona).

Center for Equal Justice, Legal Aid Society of Hawai'i

Brochure explains the numerous free services to help low-income people resolve simple, non-criminal legal matters without an attorney. (Note: for middle income people, there is fee; over-income people are limited to a web page and self-help mini-library). For a brochure call Legal Aid at 536-4302 on O'ahu.

Homereach: A Home Visitor Program for Families with Children Ages 0-5, published by Child and Family Services (CFS).

This brochure describes the services available that support and encourage parents and families. The focus is on child behavior and health. Call CFS at 521-2377 or 681-3500.

Keiki 'O Hawai'i is published by the state Department of Health.

Useful for new parents, this newsletter provides information on a child's social, emotional and physical development, as well as nutrition, health, and safety guidance. Can be attained by calling the Parent Line at 526-1222 (O'ahu) or 1-800-816-1222 (Neighbor Islands).

Keiki 'O Hawai'i 2000 Resource Directory for Parents of Young Children

Useful for parents, teachers, or counselors, this five page directory has hundreds of listings under such categories as Child Care, Health, Family Support Services, Emergency Services, Crises Services, Parent Education and more. For copies, call the Parent Line at 526-1222 (O'ahu) or 1-800-816-1222 (Neighbor Islands).

Helping Your Child Choose A Career, by Luther B. Otto. JIST Work, Inc.,1996. $14.95.

This publication has a chapter devoted to vocational preparation strategies, and presents fairly up-to-date findings on educational and occupational trends, and projections of factors that may affect the occupational society of the future. The book also explains the importance of understanding the changing nature of occupations and how it affects career choices. Can be ordered by calling 317-264-37 or writing to JISTWorks@aol.com. Also available on loan from Western Curriculum Coordination Center, 956-7834.

Making Hawai'i's Kids Count, published by Hawai'i Kids Count, 2515 Campus Road, Miller Hall 103, University of Hawai'i at Manoa. 956-4136; 956-4147.

Each issue paper focuses on an issue or problem affecting Hawai'i families and children.

MothersCare for Tomorrow's Children, a brochure published by the State Department of Health, Kapi'olani Medical Center, Healthy Mothers Health Babies Coalition, and the March of Dimes.

Helps teen parents get early and adequate prenatal care. Other materials available: check-up coupons, health tips, the Healthy and Hapai Calendar, and a pregnancy information packet for pregnant teens. Program coordinator: 973-3473.

Teddy Bear Post, published and distributed by the Parent Line.

A parenting newsletter with suggestions for dealing with 3 to 5 year old children. Topics include disciplining, coping with holidays, dealing with children's fears, etc. Copies can be attained by calling the Parent Line at 526-1222 (O'ahu) and 1-800-816-1222 (Neighbor Islands).

Teen Line O'ahu, distributed through the Teen Intervention Program. Book markers, cards.

The book markers and cards have listings of help and information phone services. The services include recorded advice about many subjects concerning teens, as well as peer listeners. Besides English, the services are also available in Vietnamese, Ilocano, Samoan, Cantonese, Korean, and Laotian languages. Call 973-8501 for materials.

Teen Parenting and Title IX, published by OSDCTE (Office of the State Director for Career and Technical Education).

This brochure is for teachers and school personnel and explains the education considerations for the pregnant and parenting student, including the relevant laws. It also describes a model Teen Program. Call OSDCTE for publication. Phone 956-6115.

What Unmarried Moms Need to Know about Voluntary Establishment of Paternity, a brochure distributed by Legal Aid Society of Hawai'i.

Provides useful information to mothers who are not married to the father of their child and who have not yet given birth. The brochure explains the issues around signing the hospital's Voluntary Establishment of Paternity.

Videos for Teen Parents, Single Parents, or Displaced Homemaker

Alone Together.

Made in Hawai'i in 1985, this is a thirty minute video about the reality of single-parent families. A series of vignettes shows the challenges, strength and humor of single-parent families, as local families act out a script. Can be borrowed from U.H. Manoa; videotape no. 916.

Kula ka Wai a Nemo ka Pohaku - Teaching Equitably.

Video and workbook for teachers working with college or high school students, to promote a collaborative educational environment where students participate in their own education. Methods include creating a learner-friendly environment, empowering students, using strategic questioning, and feedback techniques. Produced by Kapi'olani Community College. Copies available from Dean of Instruction at every community college. Also available from OSDCTE, 956-6115.

Success Against the Odds, *produced by Healthy Mothers, Healthy Babies Coalition of Hawai'i.*

A locally produced video for teachers about working parents and their success stories. Role models include a nurse and a judge. The video can be ordered through Healthy Mothers, Healthy Babies Coalition at 951-5805.

Working Parents: Balancing Kids and Careers.

Lake Zurich, Ill.: Learning Seed, 1992.

Gives advice to a working parent on how to balance family and a career, including information about benefits a corporation might offer. Available at U.H. Manoa, video no. 6557.

Celebrating Families

A series developed by the Center on the Family (U.H.)

A six set video collection which uses magazine style formatting and features real families of diverse ethnic and socio-economic backgrounds, dealing with issues that affect families and communities today. The six shows are: Responsibility, Communication, Health, Character Building, Challenges, and Partnerships. The video set comes with a study guide and resource kit that has the "A to Zs" of raising a child, including 100 articles covering child development, parenting, nutrition, resource management and health issues that families face in their daily lives. The articles are divided into five units: Family foundations, Infants, Toddlers, Preschoolers, and Special Topics. The total package costs $225.00. The masters were made out of high quality tape so that they can be duplicated. Copies can be made for every student. The video set with study guide can be purchased separately for $150 and the Family Resource Kit can be purchased separately for $100. Call 956-4132 for more information or visit the Center on the Family website: http://www.uhfamily.hawaii.edu

Resource People

Matt Mattice

Education Specialist for the Office of the Administrative Director, Judiciary History Center, 539-4998. Source of guest speakers for SP programs and DOE programs.

Some of the presentations offered through this office:

1. The Teen Parents and the Law (PAL) Workshop
2. Resource people referred from center:
   Judge Suemori
   Judge Iwalani White, former McKinley Graduate, former family court judge, past acting prosecutor, who is also in the video Success Against the Odds

The following agencies and programs often provide community speakers:

The Benefits, Employment, and Support Services Division of DHS

They take care of TANF, childcare, foodstamps, and general assistance, and will provide a speaker upon request. For O'ahu, call the office of the Administrator, Patricia Murakami, at 586-5230; for the neighbor islands, call Luanne Murakami, Branch Administrator, at 587-3329.

The Cooperative Extension Program (U.H.)

They have offices in four counties and provides speakers (when available) on food and nutrition. For the county of Hawai'i, call Julia Zee at 959-9155; on Kaua'i, call Masako Ohama at 274-3478; and on O'ahu, call Rhoda Yoshiro at 274-0421 (Kan'eohe) or Naome Kanehiro at 956-7248 (U.H. Manoa).

The University of Hawai'i College of Tropical Agriculture and Human Resources

They have EFNAP (Expanded Food Nutrition Education Program) or a similar program on each campus, that provides speakers on nutrition. Call your local university to get more information. On O'ahu, call 956-8161.

The University of Hawai'i Community Colleges

They have Early Childhood Education programs and often provide community speakers. Call your local community college Early Childhood Education program for more information.

The Hawai'i State Department of Health, Family Health Services Division

They provide speakers from the WIC (Women, Infant, Children) branch, who speak about nutrition. On O'ahu, call Honolulu WIC at 586-4768; Kalihi Palama WIC at 841-0011; Kapi'olani WIC at 983-8531; Kokua Kalihi Valley WIC at 848-0980; Leeward WIC at 675- 0365; Queen Emma Clinic WIC at 537-7942; Wahiawa WIC at 622-6458; Wai'anae WIC at 696-5561; Windward WIC at 233-5470; Waimanalo WIC at 259-7948, x152 or 143. For Maui, 872-4034 or 984-8225/8226. For Hawai'i County: Pahoa, 965-3030; Hawai'i, 974-4270; Kona, 322-4888. For Kaua'i WIC, 241-3080. For Moloka'i WIC, 553-3208.

The Parentline, 526-1222, provides speakers and will conduct workshops.

Web Sites for Working with Single Parents, Teen Parents, and Displaced Homemakers

http://www.family.com/local/hono

This is the web site for Island Family, which also has a free monthly publication. It has articles on parenting, as well as local events. There are links to schools, other sites, and an archive with articles on single parenting.

http://www.npin.org/links.html

The National Parent Information Network has a huge alphabetical list of topics and links that provide parenting support, useful to counselors and well as parents.

http://www.singlerose.com

A resource for single mothers, this site has articles on self-improvement, time management, parenting, stress management, book reviews, and much more. Free membership.

http://www.zerotothree.org

Useful for parents and counselors, Zero to Three: the National Center for Infants, Toddlers, and Families, has many resources for the first three years of life.

http://www.goodbeginings.org

Valuable for parents and counselors, Good Beginnings is a state-wide community organization in Hawai'i committed to early childhood advocacy. The web site has news items like legislative and county council updates; also has resource materials such as parenting tips.

http://www.acf.dhhs.gov/

Useful for educators and counselors. The Administration of Children and Families (Department of Health and Human Services) web site has links to a vast network of agencies such as the Children's Bureau, the Child Care Bureau, and the Head Start Bureau. It also has links to programs such as the Low Income Home Energy Assistance Bureau (LIHEAP), where low income students can get information on how to apply for home energy assistance.

http://www.aflcio.org/women/exec99.htm

Useful for educators and grant writers, this site has many links to national and state data, as well as charts, surveys, reports and fact sheets about working women, including women of color and single women supporting families.

http://www.ala.org/parents/

Great for parents. It's the American Library Association's resources list for parents, teens, and kids, with plentiful reading resources. Also connects to links specifically for parents and care givers.

http://www.babynet.com/

This site contains attractive birth announcements and registration for chat rooms. It's great for teen parents.

http://www.childfun.com

The Child Fun Family web site provides parenting advice, free kids crafts, book reviews, family articles, community boards, chat rooms, and discussion lists.

http://www.dol.gov/dol/wb/

Information for teachers, grantwriters or other research, this site offers reports and statistics on women in the workforce, from the Women's Bureau, U.S. Department of Labor.

http://www.hawaii.edu/wccc/wccc.html

Useful for teachers, this web site is a description of the Western Curriculum Coordination Center at the University of Hawai'i, a clearinghouse for over 30,000 curriculum and resource materials, including print, audio-visual, and computer assisted training materials to benefit vocational education students. The site also includes a map, as well as descriptions of ongoing programs, and upcoming workshops. The staff assists with database searches, curriculum development activities, and more. For a donation, members can make requests by phone or fax and borrow material for four to six weeks. Hours: M-F, 8-12; 1-4 p.m. University of Hawai'i at Manoa, College of Education, 1776 University Avenue, Room UA2-7, Honolulu, HI 96822. Call 956-7834.

http://fractal.lcc.hawaii.edu/wit/

This web site is helpful for both students and teachers and describes the Women in Transition program at Leeward Community College. WIT is for women who are single parents, displaced homemakers, returning to school after a long absence, widowed, and/or divorced, or considering a career change. Information is provided about the services of the program, including a description of the two courses for students, in personal and career development.

http://www.kidsource.com/

Provides age-appropriate education materials, a free support newsletter, and links to other support web sites, plus useful educational tools like the thesaurus.com and research.com. Also has some study tips for parents.

http://www.lifetimetv.com

Lifetime Television Network shares this web site to provide programming date and topic information for its shows such as What Every Baby Knows. Children's recipes and advice columns are also included.

http://www.momsonline.com/

Moms Online is a support group for pregnant women or mothers of babies, toddlers, and/or teens. Women meet online to share experiences and encourage each other.

http://www.naeyc.org/naeyc

The National Association for the Education of Young Children has brochures, books, videos dedicated to improving the quality of early childhood education, ages 0 to eight. Also has public policy issues and links to early childhood research, advocacy, and laws.

http://www.nationalpartnership.org/

The National Partnership for Women and Families addresses issues facing working women and low income families, such as health care, workplace fairness, and family leave. Has publications available, including critical reports and reviews of currents laws.

http://www.noah.cuny.edu/pregnancy/pregnancy.html

This site contains a full library of statistics, articles, general information, teen parent reports, and more. Among the many topics is a teen questionnaire and accompanying educator's inventory on high risk/low risk behavior.

http://www.parentsoup.com/

This is an interactive web site with lots of playful tools such as a baby name maker, diet planner, health calculator, period predictor, or horoscope reader, as well as links to experts on a variety of parenting topics. Parents can also submit questions to an M.D. on line.

http://www.pregnancycalendar.com/

One of the many features of this site is a calendar which calculates expected birth date and a custom pregnancy calendar. The calendar describes fetal development on a day by day basis and has many click-on topics about nutrition, exercise, and health. Like many others, this site has a chat room.

http://www.preventiveoz.org/

One of the most engaging features on this site is a questionnaire about child temperament. Users answer questions about their child, and a customized temperament profile is created with parenting suggestions and tips.

http://uhfamily.hawaii.edu/

The Center on the Family, locally based at the University of Hawai'i at Manoa, has numerous resources, including free pamphlets and publications, as well as research projects aimed at helping economically disadvantaged families. Free resource kit for child rearing, ages one to five. Hawai'i Kids Count is also at this site, and has publications, issue papers, and a data base on the status of Hawai'i children.

http://www.welfareinfo.org/teen

This informative "overview" can be useful for teachers and counselors. It contains free publications, on-line advice about adolescence, teen pregnancy, poverty issues, and other related topics. Explains new welfare reform law and its application to teen parents, as well as the programs being offered. Provides data on teen parents and explains their needs for support services and parenting education.

http://www.womenwork.org

Useful for students, teachers, and counselors, the Women Work web site has general updates on women's employment and equity issues, as well as success stories from students who are now happily employed.

http://www.yppo.com

Young Positive Parenting has free email support groups and resources for Teen Pregnancy and Young Parents. The email group includes an advice list. Has graphics and plenty of clip art, as well as links to other support networks.

Fund Source	Amount	Eligibility	Age/Grade	Other
Transition Centers	$832,013	All Students at High Schools that have transition centers. (Farrington, Mc Kinley Kaimuki, Aiea, Waialua, Hilo, Konawaena, Pahoa, Castle, Kailua, Waipahu, Waianae, and Nanakuli)	Grades 9-12	Provides services to assist students in making realistic career and employment decisions. Services provided to teachers, counselors, and students which include career development workshops, field trips, employment preparation and referrals to job openings.
Pregnant and Parenting Teen Program Peer Education Program (PEP)	$1,006,382	Pregnant and parenting students	Grades 7-12	A combination of general and federal vocational funds that bring together various resources to provide health education with career planning and employment skills.
Peer Education Program (PEP)	$631,098	All students	Middle and High Schools	Through a n agreement with the Department of Health, provides PEP Coordinators at each high school to train students to help their peers deal with physical and emotional health issues. It is primarily a preventative health education programs.

Information has been edited from various department sources, and significant details may have been omitted. Data available from department officials. Information provided is subject to change.

Laws Related to Serving Teen Parents, Single Parents and Displaced Homemakers

Definitions in the Carl D. Perkins Vocational and Technical Education Act of 1998

Carl D. Perkins Vocational and Technical Education Act of 1998

Single parents, including teen parents, and displaced homemakers are listed as Special Populations in the Carl D. Perkins Vocational and Technical Education Act of 1998. As such, their progress on core indicators of performance must be tracked and reported on an annual basis.

Title IX of the Educational Amendments of 1972

Regarding teen parents, Title IX of the Educational Amendments of 1972 states that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any education program or activity receiving federal financial assistance. Regulation provisions under Treatment of Students (Under Marital and Parental Status, Section 86.40) bar any rules concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

1. A school may not discriminate against any student in its education program, including class or extracurricular activity, because of a student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.
2. If a school has a separate education program for pregnant students, the instructional program must be comparable to regular instruction.
3. A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.
4. Recipients must treat disabilities related to pregnancy the same way they treat any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Personal Responsibility and Work Opportunity Reconciliation Act of 1996

The "Personal Responsibility and Work Opportunity Reconciliation Act of 1996," P.L. 104 193, (PRWORA) includes nine different titles that address a range of low-income programs from food stamps and child care to "temporary assistance for needy families" (TANF, which is Title I) and child protection. States are expected to implement TANF within certain federal guidelines. Pregnant teens in the TANF program are required to be educated; they are immediately referred to the First to Work program, then are provided various types of support to stay in school until they have a high school diploma.

Improving America's School Act of 1994

Another law relevant to teen parents is Improving America's School Act of 1994, Part D, the Prevention and Intervention Programs for Children and Youth who are neglected, delinquent, or at risk of dropping out. Federal dropout prevention programs have demonstrated effectiveness in keeping children and youth in school. Pregnant and parenting teens are a high at-risk group for dropping out of school and should be targeted by dropout prevention programs which provides such youth with high level skills.

The following laws may also have some relevance for teen parents, single parents, and displaced homemakers:

FERPA (The Family Educational Rights and Privacy Act) is designed to protect the privacy of a student's educational records. This law applies to all schools that receive funds under the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student, or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have been transferred are called eligible students.

Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school.

Parents or eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record the parents or eligible students have a right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records without consent for a number of reasons such as for the purposes of financial aid, other lawful functions, and/or health and safety considerations. Schools may also disclose with consent "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

The Civil Rights Act of 1964

(PL 88-352; 42 USC 2000 et seq.) protects constitutional rights in public facilities and public education, and prohibits discrimination in federally assisted programs. This act was amended by the Civil Rights Act of 1991 (PL 102-166), which provides for the elimination of discrimination in the private and Federal workplace on the basis of sex, race, religion, and national origin.

Title VII Department of Education

SUBTITLE 2 EDUCATION

CHAPTER 18

PREGNANT AND PARENTING STUDENTS

§8-18-1	General Rule
§8-18-2	Diagnosis and referral
§8-18-3	Educational alternatives
§8-18-4	Excused absence
§8-18-5	Putative father
§§8-18-6-15	Reserved

HISTORICAL NOTE: This chapter is based substantially upon Department of Education "Rule 23, Relating to Pregnant Students." [Eff 3/28/64; am 11/29/73; R 5/2/83]

§8-18-1 General Rule. The department strongly encourages pregnant and parenting students to continue with their education. The pregnant student shall remain in school unless the student's physician indicates otherwise. [Eff 5/2/83; am 2/22/93] (Auth: HRS §296-12) (Imp: HRS §296-12)

§8-18-2 Diagnosis and referral. In case of suspected pregnancy, diagnosis is the responsibility of a qualified physician. The school shall make every effort to identify the pregnant student to provide appropriate information to the student as to available resources for planning and care. The public health nurse is one of these resources.
[Eff 5/2/83; am 2/2/93] (Auth: HRS §296-12) (Imp: HRS §296-12)

§8-18-3 Educational alternatives. The department shall assist the pregnant and parenting student in modifying any class schedule if the student so wishes. If the pregnant student decides not to remain in the home school, either during or after pregnancy, the department shall assist the student in transferring to another school.
[Eff 5/2/83; am 2/22/93] (Auth: HRS §296-12) (Imp: HRS §296-12)

§8-18-4 Excused absence. When, in the opinion of the student's physician, the student's physical condition warrants it, the expectant student may be excused from school. Provision shall be made for instruction during the period of absence from school. The student shall be permitted to re-enter school upon the recommendation of the student's physician. [Eff 5/2/83] (Auth: HRS §296-12) (Imp: HRS §296-12)

§8-18-5 Putative father. The status of a putative father is a legal consideration which may be determined by court action only. [Eff 5-2-83] (Auth: HRS §26-96-12) (Imp: HRS §296-12)

§§8-18-6-15 Reserved.

Facilitating Learner Success

- ✔ Definitions Related to Equity
- ✔ Curricular Bias
- ✔ Educator Actions that Affect Student Success
- ✔ DO'S & DON'TS of Inclusive Language
- ✔ Emotional Intelligence
- ✔ Multiple Intelligences

Educated and trained people are an unlimited resource, while uneducated and untrained people are unlimited liabilities.

Ray Marshall, former U.S Secretary of Labor

Definitions Related to Equity

Some definitions adapted from *The Fourth R: Responsibility*, Center for National Origin, Race, and Sex Equity.

Access – Providing equal opportunity to participate in all aspects of the educational process to every student. Refers to both physical and institutional access to learning facilities, resources, and curricular programs. To meet the diverse needs of all students, some of whom require specific skills to access the school curriculum, compensatory policies and practices are necessary to ensure equal participation in school programs by all groups.

Discrimination – The differential treatment of individuals considered to belong to a particular group, including the denial of opportunity, privilege, role, or reward on the basis of sex, race, national origin, or other factors. Prejudice is an attitude; discrimination is its manifestation. Any attitude, action, or institutional practice that functions to subordinate a person or group because of their color or orientation.

Displaced Homemaker – The term means an individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; or is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty obtaining or upgrading employment.

Educational Equity – The elimination of discrimination in educational institutions, programs, and curricula on the basis of race, national origin, or sex and of those elements of role stereotyping and role socialization that prevent full and fair participation by all students in educational programs. Educational equity is concerned with the elimination of biased stereotyping to enable all students to freely choose among and benefit from opportunities in educational institutions and programs, with limitations determined only by each individual's interests and abilities.

Institutionalized Racism – Policies and practices of a society that function intentionally and unintentionally to subordinate individuals and groups because of their race; racism with origins in established and respected institutional norms and societal values; the type of racism that originates in the operation of established and respected forces in the society, stemming from the dominant culture's norms and values. As a result, all citizens frequently act in ways that are socially acceptable and yet reflect long-standing discriminatory assumptions and practices. When these kinds of practices are imbedded in school systems, schools can act to perpetuate the class differences and racial discrimination that are prevalent in society at large, having subliminal effects on the aspirations and academic achievement of many students of color and females.

Limited-English-Proficient (LEP) – Individuals whose native language is a language other than English, and who may be either born in the United

States or in another nation and whose native language has significant impact on their level of English language proficiency.

National Origin – An individual's cultural or ethnic origin acquired either by birth in a country outside the United States, by being a direct descendent of an individual born in the United States, such as Native American or Native Hawaiian, or from immigrants born outside of the United States.

Nontraditional training and employment - Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Prejudice/Bias - Attitudes that predispose an individual to make either negative or positive judgments about persons, objects, concepts, or groups prior to objective evaluation. Preconceived judgment or opinion; an adverse opinion or learning formed without just grounds or before sufficient knowledge; an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics.

Pluralism –Valuing culture, class, language, race differences as rich resources that enhance schools and society.

Racism – Any attitude, action, or institutional structure that subordinates a person or group because of their color. Racism is not just a matter of attitude; actions and institutional structures can also be racist.

Sexism – Any attitude, action, or institutional practice that functions to subordinate a person or group because of their sex. The control of institutional power distinguishes sexism from individual bias.

Sex-Role Stereotype – The assumption that all females or males share common abilities, interests, values, and roles. In the context of schools, the term refers to practices, activities, and materials that prescribe the development of girls and boys and prepare them for traditional and often limiting sex roles.

Socialization – A lifelong process by which people are prepared to occupy various roles in society. Socialization is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological roles as adults. However, most socialization is subtle and goes unnoticed.

Special populations - 1) individuals with disabilities; 2) economically disadvantaged including foster children; 3) individuals preparing for nontraditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; 6) individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Stereotype – An oversimplified perception in which individuals are ascribed certain traits merely because of their membership in a specific group, race, or sex.

Prevalent Bias in Vocational Education and Career Guidance

Adapted from Sex Equity Handbooks for Schools, D. Sadker and M. Sadker

---

Invisibility

Because certain groups have been underrepresented in education by the media and materials, major omissions of women and racial and ethnic minorities suggests that these groups are of less importance in our society. Females have become quiet background to the active role of males in schools. During childhood, teachers interact far more frequently with boys, rewarding them for their achievements, disciplining them, talking to them, questioning them, and years later, remembering them far more than girls. Invisibility has been underscored by vocational programs that historically centered on the apprenticeship of males in the labor force. Units on careers, including discussion topics, bulletin boards and displays, frequently omit underrepresented groups entirely. Sometimes the absence (invisibility) of a group is a very powerful statement about the clear need to assertively support nontraditional career development and diversity.

Stereotyping

Stereotypes serve to assign certain attributes to a group, thus ignoring individual differences and denying the full range of options that each person may possess. Young people who see themselves portrayed only in stereotypic ways, may internalize these traits and fail to develop their own unique abilities, interests and full potential for employment. Often people assume that males share one set of characteristics and that females share a completely different set. Racial stereotypes such as Asian Americans are good at math and African Americans are more athletic do much the same thing. These stereotyped expectations ignore individual differences, affect the teacher's behavior, and serve to limit the development of students. When these stereotyped expectations are reinforced by teachers, the media, and other role models, students receive strong messages about what is and is not appropriate behavior.

Imbalance/Selectivity

When only one interpretation of an issue or situation is presented, bias is perpetuated.

For example, selective viewpoints on Native Americans distort reality and ignore complex and differing viewpoints. As a result, millions of learners have been given a limited point of view concerning the contributions, struggles, and participation of certain peoples in our working society.

Unreality

Materials, media and books have frequently presented an unreal and glossy version of our contemporary adult life experience and avoided controversial discussions about prejudice, discrimination, sexual harassment and nontraditional employment. Unrealistic coverage denies us the information we need to recognize, understand, and prepare for working futures. In order to overcome this unreality, educational leaders need to be aware of their own patterns as they provide vocational access, services and instruction.

Fragmentation/Isolation

By segregating issues related to women and minorities from the main body of instructional materials, instruction has implied that these issues are less important than and not a part of the cultural mainstream. By arbitrarily separating males and females in grouping procedures, formation of teams, and the organization of activities, teachers promote fragmentation and isolation of the sexes and diverse ethnic groups. Additionally, vocational and technology centers, separated from the "academic" arena, suggest that career development is secondary, or not even worthwhile. Purposeless fragmentation serves as a divisive influence and distracts from the goal of equity. When evident in the physical environment, on bulletin boards and signs, the roles and experiences of non-traditional workers have been presented as though their roles are only a corollary to the mainstream of human experience.

Linguistic Bias

Materials and conversation reflect the discriminatory nature of the dominant language. Masculine terms and pronouns, ranging from "foremen" to the generic "he", have denied the participation of women in our society. Occupations such as cameraman are given masculine labels that deny the legitimacy of women working in these fields. Imbalance of word order and lack of parallel terms that refer to females and males are also forms of biased language. Further, the insistence that we live in an English only monolingual society can have major economic, social and political ramifications in a global community. Linguistic bias issues include: race/ethnicity, accents, age, disability and sexual orientation.

Cosmetic Bias

Textbook publishers are aware that educators and reform movements are demanding better, fairer and more comprehensive materials in education. To rewrite text requires thorough research and infusion. Occasionally, publishers and authors minimize the process by creating an illusion of equity. Two common short cuts are: large pictures of nontraditional employees in the beginning of the book or fronting major chapters with little evidence of content inclusion; "special focus sections" that discuss yet segregate career tasks of under-represented groups with exceptional or stereotypic stories.

Pro-Active Teacher Behaviors that Improve Student Achievement

1. Expressions of respect and courtesy in interactions with students
2. Affirmation or correction of student's performance
3. Frequency with which a student is called upon to perform or respond to questions
4. Prompting the student with clues and higher-level questions to help the student respond to a higher level of understanding
5. Praise of student's learning performance
6. Attentive listening to the student
7. Individual help from the teacher
8. Physical closeness to the student
9. Discussions of mutual interests with the student
10. Attentive listening to the student
11. Correcting behavior that is courteous and calm

Do's and Don'ts of Inclusive Language

Developed by the Media Task Force, Honolulu County Committee on the Status of Women

General Principles

Below are some areas where exclusivity or sense of hierarchy in the use of language can still be found. This tends to place one group of people below others, creating or perpetuating negative social stereotypes. Given the spirit of inclusivity in our culture, suggestions to avoid derogatory language may be useful. The examples below are by no means comprehensive, but serve to illustrate areas where language discrimination still exists and causes unnecessary misunderstandings in our daily communication with the general public.

The spirit of the "title" can be summed up in these general principles:

- Don't single out a person's sex, race, ethnicity, or other personal traits or characteristics (such as sexual orientation, age, or a disability) when it has no direct bearing on the topic at hand. In other words, don't create or promote a stereotype based on unavoidable human characteristics.
- Be consistent in your description of members of a group: don't single out women to describe their physical beauty, clothes or accessories or note a disabled person's use of an aid, or refer to the race of the only minority in a group unless it is at that individual's request.
- Keep in mind that use of inclusive language is for general cases. Direct requests by individuals take precedence over general rules (e.g., Mrs. John Doe requests that her own name not be used).

Disabilities

Unless your writing is specifically focused on disabilities, avoid singling out one individual's disabilities simply for the sake of identification. Avoid using words that imply victimization or create negative stereotypes. E.G., don't use descriptors such as *"victim" or "sufferer"* for someone with a disease, just identify the disease. Avoid using words such as "poor," "unfortunate," or "afflicted."

Don't say "courageous" when you can say "successful" or "productive."

Gender-Neutral Language

Some general guidelines to follow are:

Degender, don't Regender (e.g. degender **chairman** to **chair**, don't regender it to **chairwoman**).

Create gender-neutral terms: convert adjectives to nouns by adding ist (e.g. active: activist).

Replace occupational terms containing **man** and **boy**, if possible, with terms that include **members of either sex.**

Avoid occupational designations having derogatory **-ette** and **-ess** endings.

Traditionally Exclusive Domains:

SPORTS & HOME LIFE

Be especially mindful of using gender-free terms in writing or talking about traditionally male or female activities. Let language usage reflect the fact that both men and women are involved with sports and home life.

Examples:

(Don't) sportsmanship	*(To)* fair play, team play, sporting attitude
(Don't) crewmen	*(To)* crew, crew members
(Don't) housewife	*(To)* homemaker, house spouse, parent, caregiver or (shopper, customer, etc.)
(Don't) mothering	*(To)* parenting

NAMES AND TITLES

When Mr. is used, Ms. is the equivalent. Use Ms. to designate both a married and unmarried woman. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

(Don't) Miss Lee, Ms. Chai	*(To)* Ms. Lee, Ms. Chai and Mr. and Ms. Feeney
(Don't) Governor Burns and Anna Kahanamoku	*(To)* Governor Burns and Representative Kahanamoku

Forms for using a woman's name before marriage should be gender-neutral. Issue invitations or notices, bills, financial statements, etc. in the name of each of the individuals concerned.

(Don't) Mr. and Mrs. Tanaka (To) Ellen and John Tanaka
(if both names are known, or if the name of spouse is not known, Ellen Tanaka and spouse).

Salutations in Letters

If the name of the addressee is unknown, start the letter immediately without a salutation. Alternatively, especially in letters of recommendation or memos not addressed to a specific person, start with "To Whom It May Concern."

(Don't) Dear Sir/Madam/ Gentlemen:	(To) Aloha: (Use only in Hawai'i.) (To) Dear Customer/Colleague/Subscriber: (To) Dear Editor/Manager/Account Executive/ (other job title): (To) Dear Representative/Senator/Delegate/ (other elected or honorary title): (To) Dear Friend(s):

Pronouns

Avoid the pronoun **he** when both sexes are included. Alternative approaches are:

Recast into the plural.

(Don't) Give each student *his* paper as soon as **he** is finished.	*(To)* Give students **their** papers as soon as **they** are finished.

Reword to eliminate the pronoun.

(Don't) The average student is worried about **his** grades.	*(To)* The average student is worried about grades.

Replace the masculine pronoun with **one**, **you**, or (sparingly) **he** or **she** as appropriate.

(Don't) If the student is dissatisfied with **his** grade, **he** can can appeal to the instructor.	*(To)* A student who is dissatisfied with **her** or **his** grade can appeal to the instructor.

Alternate male and female expressions, when appropriate.

Use plural indefinite pronoun.

(Don't) Anyone who wants to go to the game should bring **his** money tomorrow.	*(To)* All **those** who want to go to the game should bring **their** money tomorrow.

Use the double-pronoun construction, when necessary.

(Don't) Every person has a right to **his** opinion.	*(To)* Every person has a right to **his** or **her** opinion.

Use **he/she, his/her**, etc. in printed contracts and other forms so the inapplicable pronoun can be crossed out.

More DO'S and DON'TS

The following assumptions are obsolete and should be avoided:

That only men hold influential jobs.

(Don't) Congressional representatives urged the President to find the right man for the job.	*(To)* Congressional representatives urged the President to find the right person for the job.

That Children are cared for by their mothers only.

(Don't) Mothers should note that a nutritious breakfast is more important for a child than it is for an adult.	*(To)* A nutritious breakfast is more important for a child than. . .

That men head all families and are the major wage earners.

(Don't) The average worker with a wife and two children pays 30 percent of his income to taxes.	*(To)* An average family of four pays 30 percent of its income . . . or an average worker with three dependents pays 30 percent of income. . .

That certain professions are reserved for one sex.

(Don't) Sometimes a nurse must use her common sense.	*(To)* Sometimes nurses must rely on common sense . . .

That women perform all work related to homemaking.

(Don't) The family grocery shopper wants to get all her shopping done in one stop.	*(To)* The family grocery shopper wants to get all the shopping in one stop.

That women are possessions of men and are not responsible for their actions.

(Don't) Henry Lee allows his wife to work part time.	*(To)* Odette Lee works part time.

Describe the appearance of a woman only in circumstances in which you would describe the appearance of a man.

(Don't) The attractive well-dressed interior minister fielded questions from reporters.	*(To)* The interior minister field . . .

Do not report the marital status of a woman or a man, unless marital status is the subject of the story.

(Don't) Divorcee Judy Petty lost her bid to unseat Representative Wilbur Mills.	*(To)* Candidate Judy Petty lost her bid . . .

An employed person should be identified by his or her occupation, when relevant. Do not use the terms "homemaker" and "mother" unless his or her homemaking role and family relationship, respectively, are the subject of discourse.

(Don't) Mrs. Marion Chong, wife of Dr. Allan Chong, gave a report on recent zoning variances.	*(To)* Marion Chong (and her title, if she has one) gave a report on . . .

Use title, terms and names in parallel construction, with females mentioned first sometimes to avoid stereotyping.

(Don't) Man and wife.	*(To)* Wife and husband (or husband and wife).

Do not suggest that women are immature, adolescent and emotional and hence inferior to men.

Do not use the term "conflict" when reporting on or referring to "domestic violence."

Avoid stories that emphasize exceptions to stereotypes (example: John Kealoha is glad his mother-in-law is visiting); and expressions that demean women (examples: women's work, woman driver, sissy, old-maidish, spinsterish, womanish).

Avoid stories, photographs, captions, or phrases that make assumptions based on stereotypes:

(Don't) That the sole or primary interest of an unmarried woman is in "catching a man."
(Don't) That certain categories of women are shrewish or overbearing (examples: mothers-in-law, feminists).
(Don't) That certain categories of women are scatterbrained, incompetent, or excessively dependent upon men to manage their lives (examples: young, dizzy, pretty, or blond-haired women).
(Don't) That career women generally lack homemaking skills, do not have children, or are not good parents if they do have children.
(Don't) That men are brutish, violent, crude, harsh or insensitive.
(Don't) That women are fearful, squeamish, passive, dependent, weepy, frivolous, weak, shrewish, nagging, easily defeated, hysterical, scatterbrained.
(Don't) That only welfare women are single mothers.
(Don't) That men have no parenting or nurturing or home making skills.
(Don't) That only minority males are violent or crude.
(Don't) That only lower class individuals are drug addicts.
(Don't) That certain ethnicities or races are fundamentally less capable than Caucasians; or that any race is superior to any other.
(Don't) That only persons with disabilities are dependent on others.
(Don't) That men are independent and women are dependent.

General Examples of Inclusive Language

Don't Use	Use, as appropriate
actress	actor, performer
anchorman	anchor, anchorperson
authoress	author
average or common man	average person, ordinary people, typical worker
bachelor or bachelorette	single (or unmarried) man/woman
brotherhood (unless only men are meant)	community, amity, unity
businessman	executive, business person, manager, entrepreneur
cameraman	camera operator, photographer, videographer
career girl	professional woman
chairman, chairwoman	chair (for both genders) or chairperson

General Examples of Inclusive Language

Don't Use	Use, as appropriate
Chinamen	the Chinese or Chinese
cleaning lady/woman, maid	housekeeper, house-cleaner, office cleaner
clergyman	clergy, minister, priest
coed	student
congressman	member of Congress, representative, legislator, senator
councilman, councilwoman	councilmember
craftsman	craftsperson, artisan, crafter
draftsman	drafter, drafting technician
early man, caveman	early humans, early societies
Esquire	Attorney at law, lawyer
executrix	executor
fellow worker	colleague, co-worker, peer
fireman	firefighter
fisherman	where appropriate: angler, fisher
forefathers	ancestors, precursors, forebears
foreman	supervisor
founding fathers	the founders, pioneers
girl (over 18)	woman, young woman
gal or girl Friday	assistant or secretary
gentlemen's agreement	personal agreement, informal contract
great men in history	great figures in history, people who made history, historical figures
handicapped	person with disability
heroine	hero
hostess	host
hula girl	hula dancer
insurance man	insurance agent
lady doctor	doctor, physician
layman	layperson, lay, laity, lay people, lay member
mailman, postman	mail carrier, letter carrier, postal worker
male nurse	nurse
(to) man	to staff, to run, to operate
man and his world	world history, history of peoples, humans and their world
manhood	adulthood, maturity
man-hours	work hours, staff hours, hours worked, total hours
manhunt	a hunt for . . .
mankind	humanity, human race, human beings, people, human family, humankind
man-made	artificial, hand-made, of human origin, synthetic, manufactured, crafted, machine made
manned flight	piloted flight

General Examples of Inclusive Language

Don't Use	Use, as appropriate
man-on-the-street	ordinary person, ordinary citizen, average voter, average person
manpower	work force, human resources, labor force, human energy, personnel, workers
man's achievements	human achievements
man-sized job	big or difficult (job), requiring exceptional abilities
men of science	scientists
middleman	go-between, liaison, agent
Mr. Chairman! Madam Chairwoman!	Chair! (for both sexes)
one-man band or show	soloist, performer, artist, individual, individual show
Oriental	Asian, Asian-American or specify ethnicity if appropriate
poetess	poet
policeman	police officer
primitive man	primitive people, primitive humans, a primitive
repairman	repairer, repair person
right hand man	assistant, helper, second in command
rise of man	rise of the human race or humanity, rise of civilization, rise of cultures
salesman	salesperson, sales representative, sales clerk, seller, agent
salesmen	sales personnel, sales staff, sales people/persons
sexual preference	sexual orientation
showman	performer
spinster	single (or unmarried) woman
spokesman	representative, spokesperson
statesman	official, diplomat
tradesman	shopkeeper, trader, merchant, entrepreneur, artisan
tradesmen	trades people, tradespersons
weatherman	forecaster, weathercaster
woman lawyer	lawyer
working man	workers, typical worker
workman	worker, laborer, employee
workman like	competent machine made

Emotional Intelligence: Keeping Your Job

Reprinted from the ERIC Clearinghouse on Adult, Career and Vocational Education.
http://ericacve.org/fulltext.asp

Emotional well-being is increasingly recognized as a predictor of success in school, family, and work life, bringing it to the attention of educational scholars who are starting to link cognition with emotional intelligence. It also presents some of the new behaviors that teachers can adapt to model emotional intelligence.

Feelings and Behaviors Are Being Linked to Career Success. Emotional intelligence is different from cognitive intelligence and focuses on feelings and behavior rather than facts and knowledge. It represents a cluster of personal and social competencies that include "self-awareness and self-control, motivation and persistence, empathy, and the ability to form mutually satisfying relationships." It involves the ability to recognize personal feelings and emotions and those of others and to use that information to resolve conflicts, solve problems, and improve interactions with others.

The most recent research has shown that emotions, personality, and motivation has much to do with career and life success. In fact, it has been noted that "IQ accounts for only 20 percent of the factors that determine success in life" (Cherniss 1999, p. 26).

Educators are Recognizing the Value of Emotional as well as Cognitive Development. In a workplace where success is dependent upon teamwork, collaboration, and good interpersonal relationships, educators and employers are uniting is their realization that technical and computer-related skills do not drive success. Emotional intelligence, which reflects one's ability to interact with others in a positive manner, is often the final determinant of a business's success.

Emotional learning processes cannot be separated from cognitive ones, for the two works together to effect emotional understanding and facilitate problem solving. The following process, presented by Finegan (1998), reflects an emotional development process that draws upon cognitive skills of thinking, prioritizing, analyzing, and decision making:

- Emotional intelligence involves the perception, appraisal, expression, and regulation of emotions.
- Emotional learning facilitates thinking; it involves the use of emotions to prioritize thinking and aid judgment.
- Emotional knowledge evolves through the analysis of emotions.
- Intellectual growth is spurred by the reflective regulation of emotions.
- Emotional intelligence facilitates problem solving by enabling the learner to consider his/her own as well as others' emotional states and pattern behavior accordingly.

Organizations Are Increasing Training for Emotional Intelligence. The Consortium for Research on Emotional Intelligence *http://www.eiconsortium.org* has conducted numerous studies on the use of emotional intelligence in organizations. It has identified several strategies for training and development in emotional intelligence that differs from cognitive and technical training.

New Teaching Strategies Reflect the Modeling of Emotional Intelligence. Teachers can facilitate learning by modeling the behavior they expect learners to demonstrate in school and/or on the job. "The behavior of a supervisor or any high status person is crucial for the transfer and maintenance of new emotional and social competencies" (ibid., p. 13). Teaching strategies should address different learning styles and incorporate visual, sensory, auditory, and interactive elements such as role playing, group discussions, and simulations (Laabs 1999). Especially recommended is the use of self-disclosure in which instructors use their own stories to communicate how they dealt with an emotion. Sharing stories that reflect the instructor's self-awareness, motivation, and persistence provides a model of behavior that learners can emulate in their own efforts to form mutually satisfying relationships and become more emotionally intelligent (Cherniss 1998).

Resources

Cherniss, Cary, and Goleman, Daniel. *Bringing Emotional Intelligence to the Workplace.* Technical Report Issued by the Consortium for Research on Emotional Intelligence in Organizations, Piscataway, NJ: Rutgers University, 1999. http://www.eiconsortium.org

Laabs, Jennifer. "Emotional Intelligence at Work." *Workforce* 78, no. 7 (July 1999): 68-71.

Emotional competence is acquired over an extended period of time. Training and teaching directed to the development of this skill must take the time factor into account and afford guidance and feedback that leads the learner to unlearn old habits of thought, feeling, and action that are deeply ingrained and learn new ones.

Sternberg, Robert J. "Working with Emotional Intelligence." *Personnel Psychology* 52, no. 3 (Autumn 1999): 780-783.

Delivers critical review of Daniel Goleman's book *Working with Emotional Intelligence*, pointing out statements that lack substance, assertions that are unsupported with references, and contradictions. However, the value of discourse on emotions, personality, and motivation are applauded.

Zigler, Ronald Lee. "The Four Domains of Moral Education: The Contributions of Dewey, Alexander and Goleman to a Comprehensive Taxonomy." *Journal of Moral Education* 27, no. 1 (March 1998): 19-33.

Investigates the correlation between John Dewey's and F. Matthias Alexander's writing and Daniel Goleman's research and ideas about emotional intelligence. Emphasizes the internal as well as external domain of moral education and development.

Multiple Intelligences and Career Development

Adapted from ERIC Clearinghouse on Adult, Career, and Vocational Education and available at http://ericacve.org/fulltext.asp

---

Howard Gardner's (1999) theory of multiple intelligences (MI) views intelligence as a set of abilities, talents, and skills in eight areas: mathematical-logical, spatial-visual, bodily-kinesthetic, musical-rhythmic, verbal-linguistic, interpersonal, intrapersonal, and naturalistic. All humans possess these intelligences in varying degrees and apply them depending on their preferences, activities, and environment (Mantzaris 1999); most people can develop all of them to a degree of competence. Because the theory was formed in part by examining what people do in the world—in the performance of jobs and tasks (Checkley 1997), MI profiling and learning activities should be useful in career choice and career development. A profile of an individual's strengths and weaknesses can be developed using a tool such as the Multiple Intelligences Developmental Assessment Scales (MIDAS) created by Shearer (1997, 1999). The use of MI theory can assist the career development and counseling process in a number of ways:

- **Self-knowledge**. Awareness of one's MI strengths and weaknesses adds to the self-knowledge that is a prerequisite for successful career choice.
- **Expansion of career possibilities**. Mantzaris (1999) found that adults involved in MI activities broadened the parameters of their career choices. Rather than focusing on the "right fit," learners found that the self-discovery inspired by MI added multiple dimensions to the process of career choice.
- **Enhancement of self-esteem**. Schools historically have valued verbal and mathematical intelligences over others. Vocational and related subjects have sometimes been denigrated because the spatial, kinesthetic, and other intelligences in these areas have not been recognized (Smagorinsky 1996).

Issues in the use of MI include (1) not "labeling" people by their preferred intelligences, not matching intelligences to careers too early, and encouraging individuals to develop less-preferred intelligences (Armstrong 1994; Shearer 1999). The following resources provide additional information on using multiple intelligences in career development.

Resources

Antoniotti, W. "Education in a World of Multiple Intelligence." 1999. *http://carrcom.clever.net/philos1.htm* Discusses the relationship between intelligences and career success and advocates appropriate education and the development of special intelligence skills.

-ResourcesArmstrong, T. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994. (ED 374 104)
Provides concrete examples of how MI can be applied to curriculum development, teaching strategies, classroom management, assessment, special education, and career counseling.

Cantrell, M. L.; Ebdon, S. A.; Firlik, R.; Johnson, D.; and Rearick, D. "The Summer Stars Program." *Educational Leadership* 55, no. 1 (September 1997): 38:41. (EJ 550 531)
Designing projects around multiple intelligences, a Connecticut school created a 1-week summer camp where children can tap into their unique strengths. The Summer Stars program allows children aged 7-12 to choose materials and activities from many topics and to participate in one of three internships involving a discovery museum, a maritime center, and an aircraft corporation.

Checkley, K. "The First Seven…and the Eighth: A Conversation with Howard Gardner." *Educational Leadership* 55, no. 1 (September 1997): 8-13. (EJ 550 524)
Reviews seven multiple-intelligence types and adds naturalist intelligence, the ability to discriminate among living things. Challenges the IQ concept and common testing practices and urges educators to distinguish multiple intelligences from learning styles.

DeFalco, A. "The Learning Process, Apprenticeships, and Howard Gardner." *Journal of Cooperative Education* 30 no. 2 (Winter 1995): 56-67. (EJ 502 490)
Basing cooperative education in a behaviorist view of learning fails to link curriculum, work experience, and learners. A better approach is Gardner's concept of cognitive apprenticeship: structured experiential learning that recognizes multiple intelligences and is based on the psychology of learning.

Gardner, H. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 1999.
Offers practical guidance on the educational uses of the theory and responds to critiques. Introduces two new intelligences (existential intelligence and naturalist intelligence) and argues that the concept of intelligence should be broadened, but not so absurdly that it includes every human virtue and value. Speculates about the relationship between multiple intelligences and the world of work in the future.

Mantzaris, J. "Adding a Dimension to Career Counseling." *Focus on Basics* 3, no. 1 (March 1999). *http://gseweb.harvard.edu/~ncsall/mantzari.htm*
An Adult basic education teacher describes how multiple intelligences profiles and activities helped adult learners expand their range of career choices.

Morris, C. "Career Success, Multiple Intelligences and the MIDAS." MI News 1, no. 5 (May 1999). *http://www.angelfire.com/oh/themidasnews/may4art.html*
Reviews MI theory and describes research validating the use of the Multiple Intelligences Developmental Assessment Scales (MIDAS) as a career development tool.

National Business Education Association. "Multiple Intelligences: A Wealth of Human Potential." *Keying In* 8, no. 2, November 1997. Reston, VA: NBEA, 1997. (ED 413 446) Includes "How Do Students Learn Best and How Can Teachers Best Help Them?"; "Multiple Intelligences in Action in the Business Classroom"; "Book-Smart, Street-Smart or Both? A Personal Checklist"; "Assessment Strategies"; and "Hints from the Experts."

O'Neill, L. *Matching Multiple Intelligences to Careers.* Tucson, AZ: Zephyr Press, 1999. Teacher's manual that can be used to identify an individual's dominant intelligence based on MI theory using the O'Neill Talent Inventory. Connects the intelligences to careers, leisure activities, and avocations.

Shearer, B. "Assessing the Multiple Intelligences: What good Can Come of It?" *The MIDAS* 1999. *http://www.angelfire.com/oh/themidas/article1.html* Eight 4th-12th grade teachers describe their use of MI activities and the MIDAS profile to help students develop self-awareness for career decision making and to motivate at-risk students by showing them a relationship between their intelligences and future work.

Shirley, L. J. *Pocket Guide to Multiple Intelligences.* Clemson, SC: National Dropout Prevention Center, 1996. (ED 405 376) Discusses characteristic strengths of each type of MI and the application of the type of intelligence. Provides sample assessment tools and lists of potential career options for each intelligence.

Smagorinsky, P. "Multiple Intelligences, Multiple Means of composing: An Alternative Way of Thinking about Learning." *NASSP Bulletin* 80 no. 583 (November 1996): 11-17. (EJ 535 649) Home economics is often denigrated for requiring little intellect. There is a strong cultural bias that undervalues sewing and relegates it to "handedness" instead of the loftier "headedness." According to How Gardner's theory of multiple intelligences, the two do not stand in opposition. Handiwork is a spatial intellectual process.

Harassment

Harassment is unwanted nonverbal, verbal, written, graphic, or physical behavior directed at an individual on the basis or race, color, gender, or unwelcome behavior of a sexual nature.

Sexual harassment has received the most media as well as institutional attention because of high profile incidents and legal decisions. Any type of harassment is harmful, not only to the victim, but also the harasser. The ability to get along in a diverse workplace setting is a basic occupational skill that is best incorporated into any educational setting including occupational programs of study.

✔ Online Resources
✔ Staff Development and Publications
✔ Awareness Activities

> "As teachers, it is important to provide alternative models of behavior for boys and girls . . . When teachers do not respond, whether out of frustration or a desire to let students work it out for themselves, students perceive the absence of teacher response as tacit acceptance of aggressive or bullying behavior."
>
> – Quit It! A Teacher's Guide on Teasing and Bullying.

Online Resources

http://www.splcenter.org

Developed by the Southern Poverty Law Center and includes a special publication titled "Responding to Hate at School: A Guide for Teachers, Counselors and Administrators." The 48- page text addresses a broad range of bias incidents, including violent crimes, hate speech, derogatory language, and literature that is used to demean a particular person or group based on race, religion, ethnicity, sexual orientation, gender, ability or appearance. The manual is available free over the Internet at the Center's website.

http://www.ed.gov/free

This website was developed by more than 35 federal agencies to make hundreds of teaching & learning resources from across the federal government available and searchable in one place.

http://www.nacua.org

The publication section has several relevant topics, including "How to Conduct a Sexual Harassment Investigation."

Staff Development and Publications

Both secondary and postsecondary public institutions in the State of Hawai'i have personnel assigned to the development of training on issues of harassment.

Department of Education-Management Analysis and Compliance Office	586-3322
Office of the Chancellor for Community Colleges-EEO/AA	956-4650
Staff Development	956-3871

The Center for Labor Education and Research (CLEAR) is part of the University of Hawai'i, and provides workshops on harassment, discrimination, and labor laws. Phone: 454-4774.

The Wellesley Center for Research on Women, offer one-day workshops to explore proactive curriculum strategies for educators involved with grades K-6 including Teasing and Bullying workshops. Phone 781/283-2451 or visit website at http://www.wellesley.edu/WCW/projects/bullying.html. Through the teachers' union, local trainers offer these topics, including "Quit IT!," a teasing prevention curriculum for grades K-3, "Bullyproofing," for grades 4-6, and prevention of sexual violence and sexual harassment. Phone Meredith Monteville: 672-3680.

McGrath Sexual Harassment Investigation Training offers basic and advanced level sessions for organizations wishing to develop sound procedures for complaint management. Training videos are also available. A training package for teachers of grades 4-6 on sexual harassment and another for K-3 (emphasis on bullying and teasing) is also available. Call 1-800/733-1638 or visit website at http://www.mcgrathinc.com.

Publications

1. *Classrooms and Courtroom*, Nan Stein, Teachers College Press, Columbia University. A presentation of the current state of knowledge about sexual harassment in K-12 schools, summarizing legal cases as well as findings of major surveys. $18.95 plus $5.00 shipping and handling. http://www.wellesley.edu/WCW.
2. *Hostile Hallways*, American Association of University Women, 1993. An extensively researched report on sexual harassment in secondary schools in the United States. Available as an executive summary, this document provides a solid foundation for understanding the dynamics of school-based sexual harassment. Phone: 1-800/225-9998, ext. 246.
3. *Flirting or Hurting?* Nan Stein and Lisa Sjostrom, National Education Association Professional Library Publication. This teachers' guide and curriculum is for grades 6-12, and was underwritten by the nation's largest teacher organization and extensively field tested. Phone: 1-800/229-4200.

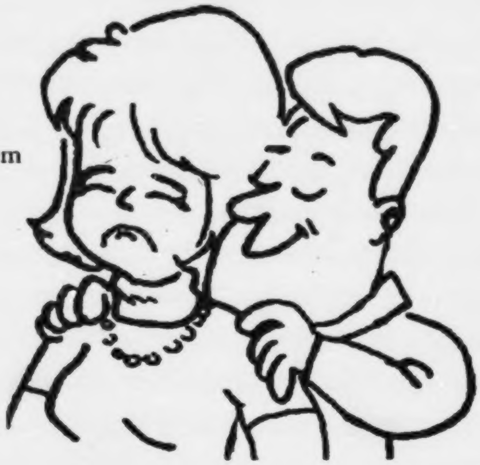
Five Questions to Ask Yourself

How to determine if your behavior is welcome or potentially Sexual Harassment

1. Would you want your behavior reported in the newspaper or on the evening news?
2. Is there equal power in the interaction or relationship?
3. Is there equal initiation and participation between you and the person with whom you are interacting?
4. Would you exhibit this behavior if your spouse or someone with whom you are in a relationship were standing beside you?
5. Would you want someone to act the same way toward your spouse, daughter, or someone with whom you are in relationship?

NOTE: Answering "No" to any of these questions is a warning sign to you that your behavior may be sexual harassment.

Sexual Harassment	**Flirting**
Feels "bad"	Feels "good"
one sided	reciprocal
feel unattractive	feel attractive
is degrading	is a compliment
feel powerless	in control
power based	equality
negative touching	positive touching
unwanted	wanted
illegal	legal
invading	open
demeaning	flattering
sad/angry	happy
negative self-esteem	positive self-esteem



Questionnaire - Sexual Harassment

Directions: Read the following statements and circle the response that best supports your opinion.

1. Teachers and educational staff ignore sexual harassment and allow it to go on in school.
   Strongly agree   agree   disagree   strongly   disagree
2. Friends allow sexual harassment to happen to their friends even though they dislike it.
   Strongly agree   agree   disagree   strongly   disagree
3. Girls sexually harass girls, and boys sexually harass boys.
   Strongly agree   agree   disagree   strongly   disagree
4. Boys cannot be sexually harassed.
   Strongly agree   agree   disagree   strongly   disagree
5. Girls who dress in sexy clothing are asking for attention and even to be harassed.
   Strongly agree   agree   disagree   strongly   disagree
6. Girls should be able to dress any way they want without fear of being looked upon as a sexual object.
   Strongly agree   agree   disagree   strongly   disagree
7. Sexual harassment does not happen at home.
   Strongly agree   agree   disagree   strongly   disagree
8. Women sexually harass men and get away with it easier than men sexually harassing women.
   Strongly agree   agree   disagree   strongly   disagree
9. Flirting is sexual harassment.
   Strongly agree   agree   disagree   strongly   disagree
10. Younger children are not capable of sexual harassment.
    Strongly agree   agree   disagree   strongly   disagree
11. A witness to sexual harassment should report it, no matter what.
    Strongly agree   agree   disagree   strongly   disagree
12. Offensive graffiti on the bathroom wall is not sexual harassment.
    Strongly agree   agree   disagree   strongly   disagree

13. Little children as young as five or six years old can be harassers.

Strongly agree agree disagree strongly disagree

14. A student who files an official complaint against a harasser should expect to be taunted for being a tattle-tale.

Strongly agree agree disagree strongly disagree

15. Sexual harassment can be prevented.

Strongly agree agree disagree strongly disagree

16. In most cases of sexual harassment, males harass females.

Strongly agree agree disagree strongly disagree

16. All harassment is intentional.

Strongly agree agree disagree strongly disagree

17. All harassment is intentional.

Strongly agree agree disagree strongly disagree

18. Harassment can be flattering.

Strongly agree agree disagree strongly disagree

19. Sexual harassment is a fact of life.

Strongly agree agree disagree strongly disagree

20. Reporting sexual harassment gets positive results.

Strongly agree agree disagree strongly disagree

Relevant Laws and Related Information

- ✓ Overview of Federal Legislation
- ✓ Key Nondiscrimination Laws
- ✓ Equity Provisions in the Carl D. Perkins Vocational and Technology Education Act of 1998 (Perkins III)
- ✓ Complying with Title IX
- ✓ Laws Online

"Vocational education is a crucial instrument for creating access to better jobs for those who in the past have been denied because of race, sex, national origin or other disadvantage. All forms of discrimination or disadvantage in occupational or employment-related education and training can be overcome if vocational education is given the capacity to provide individuals with the support service they need to succeed."

National Agenda for Vocational Education
American Vocational Association, June 1981

FEDERAL LAWS AND REGULATIONS CONCERNING DISCRIMINATION IN EDUCATION INSTITUTIONS

Title IX of the Education Amendments of 1972	Title VI of the Civil Rights Act of 1964	Title VII of the Civil Rights Act of 1964	Equal Pay Act of 1963	Executive Order 11246	Section 504, The Rehabilitation Act of 1973	Age Discrimination Act of 1975	Section 503, The Rehabilitation Act of 1973	Age Discrimination in Employment Act of 1967
All educational institutions receiving federal monies	All institutions receiving federal monies	All institutions with 15 or more employees	All institutions	All institutions with federal contracts over $10,000	All institutions receiving federal financial assistance	All institutions receiving federal financial assistance	All institutions with federal contacts over $10,000	Employees of 25 or more persons
Discrimination against students or others on the basis of sex	Discrimination against students or others on grounds of race, color, or national origin	Discrimination in employment based on race, color, religion, national origin, sex, age	Discrimination in salaries on the basis of sex	Discrimination in employment based on race, color, sex, religion, national origin	Discrimination against students or others solely because of handicap	Discrimination against persons based on age	Discrimination in employment based solely on basis of handicap	Discrimination against persons 40-70 in any area of employment because of age
Office for Civil Rights-U.S. Department of Health & Human Services; U.S. Department of Education	Office for Civil Rights-U.S. Department of Health & Human Services; U.S. Department of Education	Equal Employment Opportunity Commission	Equal Employment Opportunity Commission	U.S. Department of Labor, Office of Federal Contract Compliance	Office for Civil Rights-U.S. Department of Health & Human Services; U.S. Department of Education	Office for Civil Rights-U.S. Department of Health & Human Services; U.S. Department of Education	U.S. Department of Labor, Office of Federal Contract Compliance	Equal Employment Opportunity Commission U. S. Department of Justice

Key Federal Nondiscrimination Laws as They Impact Equity in Education

Adapted from The Fourth R: Responsibility, Center for National Origin, Race, and Sex Equity.

The Equal Protection Clause of the 14th Amendment

The U.S. Constitution makes only one reference to equality. In the 14th Amendment the following clause appears:

> "...nor shall any State...deny to any person within its jurisdiction the equal protection of the laws."

This clause, known as the Equal Protection Clause, guarantees the equality of citizens and noncitizens alike under the law. It became law in 1868, following the Civil War, and was designed to ensure that newly freed slaves not be discriminated against—that is, that no state would make or administer any law differently for those who had been slaves and those who had not. The 14th Amendment also makes clear that women and minorities are citizens. When the U.S. Constitution was first written, only White male landowners were considered citizens.

Brown vs. Board of Education

In Brown vs. Board of Education in 1954, the U.S. Supreme Court accepted the argument that segregation in schools was a violation of the Equal Protection Clause of the 14th Amendment. It was essentially the same argument that had been made more than 50 years before in Plessy vs. Ferguson, but, for the first time, the court looked beyond the intent to discriminate, and founded its opinion on the harmful effects on Black children that resulted from separate educational facilities. As a result of these effects, the court declared that Black people were deprived of equal protection under the law. This decision marked a critical turning point in the Supreme Court's application of the Equal Protection Clause, and today we are still feeling the impact of its mandate to desegregate schools "with all deliberate speed."

Civil Rights Act of 1964

Acknowledging that Brown vs. Board of Education had only opened the door and recognizing that school segregation was still an ugly and pervasive reality, Congress enacted the Civil Rights Act of 1964 to desegregate public schools. The inclusion of the term "national origin" in the original version of the Civil Rights Act of 1964 stemmed from the Brown vs. Board of Education litigation, which highlighted that many national origin students in non-segregated settings were still not given equal educational opportunity. Under

Title IV of the Civil Rights Act, 10 regional desegregation assistance centers funded by the U.S. Department of Education provide assistance upon request in the areas of race, gender, and national origin equity to public school districts and other responsible government agencies.

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds. Title VI and related case law prohibit discrimination on the basis of race, color, or national origin in student admissions, student access to courses and programs, and student policies and their application, to name a few of the areas covered. Discrimination against national origin minorities on the basis of limited English skills is also prohibited by Title VI case law. Any institution or agency receiving federal funds is covered by Title VI. Most educational activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of federal funds. It was the language of Title VI that provided the model for Title IX of the Education Amendments of 1972.

Title VII of the Civil Rights Act of 1964

Title VII prohibits discrimination in employment on the basis of race, color, national origin, religion, or sex. The courts have interpreted sex discrimination to include sexual harassment. The law covers all employees in public and private institutions having 15 or more employees, including student employees. Title VII is enforced by the U.S. Equal Employment Opportunity Commission.

Elementary and Secondary Education Act of 1965

The Elementary and Secondary Education Act of 1965 closely followed The Civil Rights Act of 1964 to provide funds for special programs for children from low-income families (Title I) and for children with limited English proficiency (Title VII). The legislation is intended to ensure equal opportunity for instruction and learning for all students.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination on the basis of sex against students and employees in educational programs and activities that receive federal funds. The Title IX regulation prohibits sex discrimination in such areas as:

- Admissions to vocational, graduate, professional, and public undergraduate schools
- Counseling and guidance tests, materials, and practices
- Physical education and athletics

- Vocational education programs
- Student rules and policies
- Extracurricular activities
- Employment

The Education of all Handicapped Children Act of 1975

Schools receive federal financial assistance for educating young people between the ages of six and 21 years of age who have been properly identified and evaluated for special education services in the categories of hearing or speech impaired, visually or orthopedically handicapped, emotionally disabled, or specific learning disabilities. Schools are required to search for students with disabilities and to educate them in the "most integrated setting."

This Act serves as the basis for the current Individuals with Disabilities Education Act (1995) which is designed to ensure that each student receives a free and appropriate public education; that his or her education is determined on an individualized basis and designed to meet his or her needs; and that the rights of children and their families are protected through procedural safeguards.

Guidelines for Vocational Education Programs, 1979

The guidelines apply to the recipients of any federal financial assistance that offers or administers programs of vocational education or training. They derive from and provide supplemental guidance to Title VI, Title IX, Section 504, and the implementing departmental regulations.

Two major pieces of legislation affecting vocational education are the Carl D. Perkins Vocational and Technical Education Act of 1998 and the School-to-Work (STW) Opportunities Act of 1994. The Perkins Act includes single parents, displaced homemakers, students with disabilities, economically disadvantaged, students with other educational barriers including ESL, and individuals preparing for nontraditional occupations as special populations that must be accommodated in vocational programs of study. Although the STW Act sunsets in September of 2001, it established a national framework for developing STW opportunities systems in all states that provide all students with equal access to the full range of program components.

Civil Rights Restoration Act of 1988

In 1988, after four years of debate, Congress enacted the Civil Rights Restoration Act (CRRA), which restored the originally intended scope of the four statutes already in place to protect minorities, women, the elderly, and the handicapped from federally subsidized discrimination. The act is in response to a 1984 Supreme Court decision, Grove City vs. Bell, in which the high court ruled that nondiscrimination laws applied only to specific programs or activities receiving federal financial assistance not to an entire institution.

The Civil Rights Act of 1991

This act amends Title VII to allow damages for emotional distress and punitive damages for employees of private institutions. Compensatory damages, but not punitive damages, are available to public employees.

Americans with Disabilities Act (ADA) of 1991

The ADA requires nondiscriminatory policies in public and private institutions that serve the public. It seeks to ensure that persons with disabilities receive the same rights as other U.S. citizens and residents. The five titles of the ADA are: (1) equal employment opportunity; (2) nondiscrimination in state and local government services; (3) nondiscrimination by public accommodations and in commercial facilities; (4) telecommunications; and (5) miscellaneous, e.g., protection against coercion and retaliation.

Antidiscrimination laws can be viewed as continuing clarifications of human rights guaranteed in the U.S. Constitution and its various amendments. Complaints of violations of this legislation may be filed with the Office for Civil Rights, Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, the regional Office for Civil Rights, or state departments of education.

Some Key Court Decisions

Title VI and Title IX are very similar in how they affect educational activities and the types of discrimination they prohibit. The following examples are some key court decisions based on these laws.

- The case of Brenden vs. Minnesota State High School League (1972) clarified the rights of women to pursue equal athletic opportunities. The court ruled that Peggy Brenden was being discriminated against because she was not allowed to try out for and play on the boys' tennis team when her school did not provide comparable athletic opportunities for girls.
- In Lau vs. Nichols (1973), the U.S. Supreme Court ruled that the San Francisco school system violated the Civil Rights Act of 1964 by denying non-English-speaking students of Chinese ancestry a meaningful opportunity to participate in the public educational program. The decision stated that providing students the same desks, books, teachers, and curriculum did not ensure that they received an equal educational opportunity, particularly if the students did not speak English. If English is the mainstream language of instruction, then measures have to be taken to ensure that English is taught to students who do not speak English or are limited-English-proficient in order to provide equal access to educational opportunities.
- In Castenada vs. Pickard (1981), the court set a three-part test to determine whether a school district takes appropriate actions to overcome language barriers that confront language-minority students.

The tests evaluate by calculating whether: (1) a program based on educational theory is recognized by experts, (2) programs and practices used are reasonably calculated to implement the adopted theory, and (3) the program successfully produces results that indicate that language barriers are being overcome.

- In Plyler vs. Doe (1982), the Supreme Court ruled that the 14th Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law, and determined that the burden that undocumented aliens may place on school districts is not an acceptable argument for excluding or denying educational service to any student.
- In what was called a "stunning setback" for civil rights in education, the U.S. Supreme Court ruled in Grove City College vs. Bell (1984) that Title IX prohibits sex discrimination in only those programs receiving federal aid. The decision would have the greatest effect on postsecondary colleges and universities where most non-earmarked federal aid goes to student loan programs. Other civil rights laws containing language nearly identical to that in the Title IX law were also affected: Title VI, Section 504 of the Rehabilitation Act, and the Age Discrimination Act.
- In 1989, Milo Sheff and his parents, along with 16 other families, declared they were denied equal educational opportunity in city schools in Hartford, Connecticut. The district, which had a 95 percent minority-student enrollment, consistently ranked as one of the worst districts in the state in student performance. In April 1995, a state court ruled that the state had not contributed to segregation but had tried to reduce it. In Sheff vs. O'Neill (1996), however, the U.S. Supreme Court ruled that students in the Hartford city schools were denied their constitutionally guaranteed rights to an education because of extreme racial and ethnic isolation. The 1997 Connecticut legislative session approved a response to the Supreme Court decision which will expand opportunities for students to transfer between public school districts throughout the state and enhance urban schools with magnet programs and charter schools.
- The effort to desegregate schools in Kansas City, Missouri, has a 20-year history. In the 1990s, key decisions included:

1. A 1990 Supreme Court ruling upheld a tax increase imposed by the district court to pay for the desegregation efforts.
2. A 1995 ruling (Missouri vs. Jenkins) declared that the district court had erred in ordering programs to attract White suburban students and in using substandard performance by Black students on national standardized tests as a legal basis for the requirements of the desegregation plan. The Supreme Court ruled that school districts need not show actual correction of the educational harms of

segregation and set "rapid restoration" of local control as the primary goal in desegregation cases.

3. In May 1997, however, the district court ruled that court oversight must continue, citing the district's failure to remedy the effects of racial discrimination on educational quality, assignments, facilities, and transportation. The court ordered the school district, by the end of the 1998-99 school year, to narrow the gap in test scores between African American and White students by a specific amount. The court freed the state from financial liability, but urged the state commissioner of education to take charge of district affairs.

- In 1993, a school district in Rockford, Illinois, was found to have systematically discriminated against African American and Latino students, a group comprising one-third of its enrollment. A series of lower court decisions required Rockford schools to meet racial benchmarks in many areas, including test scores and teaching assignments. However, in 1997 a federal appeals court in People Who Care vs. Rockford Board of Education struck down these court-imposed remedies with: (1) a ban on academic tracking, (2) a requirement that individual classes reflect within five percent the percentage of minority students at that grade level in the school, (3) a requirement that at least 13.5 percent of the district's teachers be African American or Latino, (4) racial-balance standards for student disciplinary cases, (5) an order that Black and Latino enrollment in remedial programs mirror that in the district overall, and (6) racial quotas for cheerleaders. Funding for programs aimed at increasing minority achievement was not cut.
- In Franklin vs. Gwinnett County Public Schools (1992), the Supreme Court applied Title VII principles in determining that a student was entitled to protection from sexual harassment by a school employee. The high court ruled that a student may sue a district for monetary damages under Title IX in sexual harassment cases.
- In United States vs. City of Yonkers (1995), the United States and Yonkers Chapter of the NAACP brought a school desegregation suit against the Yonkers Board of Education, City of Yonkers, State of New York, and various state education officials for racial segregation in their school system. The District Court held that the State of New York could be sued under Title VI, but claims under Title VI were barred because of the three-year statue of limitations.

Goals 2000: Educate America Act

Global competition challenges the standards to which American students are held, and requires the ongoing, thoughtful review of American education. A historic effort to change the national educational emphasis from process to performance and from complacency to high expectations for all learners was initiated by the nation's 50 bipartisan governors in 1989 and codified in national

Understanding the Equity Provisions of the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III)

Adapted from "Gender Equity Program Planning Guide," National Alliance for Partnerships in Equity.

The purpose of Perkins III is to develop more fully the academic vocational and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs by—

- Building on the efforts of States and localities to develop challenging academic standards
- Promoting the development of services and activities that integrate academic vocational and technical instruction and that link secondary and post-secondary education for participating vocational and technical education students
- Increasing state and local flexibility in providing services and activities designed to develop implement and improve vocational and technical education including tech-prep education and
- Disseminating national research and providing professional development and technical assistance that will improve vocational and technical education programs, services and activities

Definitions

Displaced Homemaker

The term 'displaced homemaker' means an individual who—
(A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
(ii) has been dependent on the income of another family member but is no longer supported by that income; or
(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
(B) is unemployed or underemployed and is experiencing difficulty obtaining or upgrading employment.

Nontraditional training and employment

Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Special populations

1)individuals with disabilities; 2) economically disadvantaged including foster children;

3) individuals preparing for nontraditional training and employment; 4) single parents, including single pregnant women; 5) displaced homemakers; 6) individuals with other barriers to educational achievement, including individuals with limited English proficiency. The definition for special populations has changed from previous vocational legislation.

Special Populations Provisions

The specific language found in Perkins III is cited for your reference below. Reference to special populations and nontraditional training and employment is found throughout the law.

Sec. 112. Within State Allocation
(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—
(B) Not less than $60,000 and not more than $150,000 shall be available for services that prepare individuals for nontraditional training and employment.

States must spend not less than $60,000 and not more than $150,000 of state leadership funds to provide direct services to students to prepare them for nontraditional training and employment.

Sec. 113 Accountability
(b)(2)(A) Core indicators of performance.—Each eligible agency shall identify in the State plan core indicators of performance that include, at a minimum, measures of each of the following:
(i) Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.
(ii) Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
(iii) Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
(iv) Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.
(b)(3)(i) In general.—Each eligible agency with input from eligible recipients, shall establish in the State plan submitted under section 122, levels of performance for each of the core indicators of performance described in paragraph (2)(A) for vocational and technical education activities under this title.

Each state will negotiate performance measures for each of the four core indicators with the U.S. Department of Education. At the same time, it is expected that each state will require locals to work towards assisting the state in meeting its performance measures. Each local recipient of funds will be asked to report on the progress of their vocational education students in meeting each of the indicators. Therefore, each local recipient of funds will be conducting activities to promote nontraditional training and employment and increase students participation and completion of nontraditional training and employment programs.

(c) (1) In general.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—

(A) the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance; and

(B) information on the levels of performance achieved by the State with respect to the additional indicators of performance, including the levels of performance for special populations.

(2) Special populations.—The report submitted by the eligible agency in accordance with paragraph (1) shall include a quantifiable description of the progress special populations participating in vocational and technical education programs have made in meeting the State adjusted levels of performance established by the eligible agency.

Each state will be required to report to the U.S. Department of Education the progress the state is making in achieving its adjusted levels of performance. This report must also indicate the progress of each of the six special population groups separately in meeting the State adjusted levels of performance. This will require locals to report student level data regarding the performance of students in vocational education programs for each of the adjusted performance measures for each of the four core indicators established by the state.

Sec. 121 State Administration

Eligible agency responsibilities (there are four of them):

-coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for nontraditional training and employment.

Sec. 122 State Plan:

(b) Plan Development

(1) In general.—The eligible agency shall develop the State plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development.

(2) Activities and procedures.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(c) Plan contents

(1) describes the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

- *(A) the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve, and expand access to quality, state-of-the-art technology in vocational and technical education programs;*
- *(B) the criteria that will be used by the eligible agency in approving applications by eligible recipients for funds under this title;*
- *(C) how such programs will prepare vocational and technical education students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations; and*
- *(D) how funds will be used to improve or develop new vocational and technical education courses;*

(2) describes how comprehensive professional development (including initial teacher preparation) for vocation and technical, academic, guidance, and administrative personnel will be provided;

(7) describes the eligible agency's program strategies for special populations.

(8) describes how individuals who are members of the special populations-

- *(A) will be provided with equal access to activities assisted under this title*
- *(B) will not be discriminated against on the basis of their status as members of the special populations; and*
- *(C) will be provided with programs designed to enable the special populations to meet State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage careers*

(12) describe how the eligible agency will report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations

(13) describes how the eligible agency will adequately address the needs of students in alternative education programs, if appropriate;

(16) describes the methods proposed for the joint planning and coordination of programs carried out under this title with other Federal education programs;

(17) describe how funds will be used to promote preparation for nontraditional training and employment.

Eight of the twenty-one items on the contents list relates to "equity" items. State plans are expected to contain significant descriptions of activities the state will conduct for each of these content items not just assurances and nondiscrimination statements.

Sec. 124 State Leadership Activities

(a) General Authority.—From amounts reserved under section 112 (a)(2), each eligible agency shall conduct State leadership activities.

(b) Required Uses of Funds.—The State leadership activities described in subsection (a) shall include—

(1) an assessment of the vocational and technical education programs carried out with funds under this title that includes an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet

State adjusted levels of performance and prepare the special populations for further learning or for high skill, high wage careers

(2) developing, improving, or expanding the use of technology in vocational and technical education that may include-

- *(A) training of vocational and technical education personnel to use state-of-the-art technology, that may include distance learning;*
- *(B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or*
- *(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;*

(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel, that—

(B) will help teachers and personnel to assist students in meeting the State adjusted levels of performance established under section 113

(5) providing preparation for nontraditional training and employment

(8) support for programs for special populations that lead to high skill, high wage careers

Five of the eight required uses of state leadership funds are items related to "equity" activities.

(b) Permissible Uses of Funds.—The leadership activities described in subsection (a) may include— (there are 12)

(5) support for vocational and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations

SEC. 134 Local Plan for Vocational and Technical Education Programs

(c) Contents—The eligible agency shall determine requirements for local plans, except that each local plan shall—

(2) describe how the vocational and technical education activities will be carried out with respect to meeting State adjusted levels of performance established under section 113;

(4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;

(7) describe how the eligible recipient as appropriate-

- *(A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to the programs, for special populations; and*
- *(B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance;*

(8) describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations;

(9) describe how funds will be used to promote preparation for nontraditional training and employment;

Five of the ten content items in the local plan are related to "equity" issues.

Local Uses of Funds

(b) Requirements for Uses of Funds.—Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that—(there are 8 items)
(3) develop, improve, or expand the use of technology in vocational and technical education, which may include—

> *(B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or*
> *(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;*

(5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(c) Permissive.—Funds made available to an eligible recipient under this title may be used—(there are 15 items)
(4) to provide programs for special populations;
(7) for mentoring and support services;
(12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;
(14) to support nontraditional training and employment activities;

Title II—Tech Prep Education

Sec. 204 Tech Prep Education

(c) Contents of Tech-Prep Program.—Each tech-prep program shall—(there are 7 items)
(6) provide equal access, to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations; and (7) provide for preparatory services that assist participants in tech-prep programs.

SEC. 205 Consortium Applications

(d) Special Consideration.—The eligible agency, as appropriate, shall give special consideration to applications that—(there are 5 items)
(3) address effectively the issues of school dropout prevention and reentry and the needs of special populations
(4) provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and

Title III—General Provisions

SEC. 316 Federal Laws Guaranteeing Civil Rights

Nothing in this Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services.

Complying with Title IX

The Office for Civil Rights suggests the following components for an effective compliance program for Title IX for any educational institution receiving federal financial assistance.

1. Initiate self-evaluation in relation to Title IX requirements.
2. Designate an employee as the person responsible and publish and provide notification to students, employees, and persons applying for admission of that person's name, title, address, and telephone number.
3. Adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints, which allege any action, which would be prohibited by Title IX.
4. Disseminate the institution policy regarding equal educational opportunity/ nondiscrimination on the basis of sex.
5. Review admissions/application procedures and materials for courses, clubs, teams and other campus units to eliminate discriminatory questions from required forms.
6. Review publications or promotional materials and eliminate pictures or language, which promote sex stereotypes.
7. Review policies and procedures to ensure that, on the basis of sex, they do not: treat one person differently from another in determining whether she or he satisfies requirements with respect to course requirements; provide different benefits or services or apply different rules; deny benefits or services; apply separate or different rules of behavior, sanctions or treatment; impact students or employees indirectly through assistance.
8. Examine access to course offerings.
9. Review testing procedures, materials, and interpretations to ensure that they do not discriminate (on the basis of sex).
10. Examine counseling materials and establish and use internal procedures to ensure that they do not discriminate (on the basis of sex).
11. Where tests or counseling result in substantially disproportionate enrollment, ensure that the disproportion does not result from discrimination in test instruments, from interpretation of test results, or from other counseling practices.
12. Adopt a sexual harassment policy.

Pregnant/Parenting Students Policy

The Department of Education shall encourage and facilitate pregnant and parenting students to complete school. A variety of pregnant/parenting student programs to meet the diverse needs of these students will be available.

Pregnant/Parenting Students Regulations

1. All students, parents, and particularly pregnant/parenting students shall be informed of the available programs (i.e., off-campus, on-campus, home/hospital instruction, etc.) in order for students to make informed decisions. Guidance shall be provided to the pregnant/parenting student who shall make the final decision regarding available options. All efforts should be made to enlist the help and support of the parent(s) and family of the pregnant student.
2. Pregnant/parenting student programs shall include courses relevant to the special needs of pregnant/parenting students. These courses include critical life skills, prenatal care, parenting skills, and child development. Teen fathers should be encouraged to participate in these courses and understand their paternal responsibilities as a parent.
3. Childcare also is an important consideration for pregnant/parenting students. Without childcare, the student parents often are unable to pursue their education. In developing pregnant/parenting student programs, schools are encouraged to facilitate on-site or near-site childcare utilizing community resources as available.
4. Accommodations for the unique needs of pregnant/parenting students regarding flexible school day and other issues relevant to the students shall be made.
5. Schools cannot provide all of the medical, psychological, social and economic needs of pregnant/parenting students. However, pregnant/parenting students shall be assisted in gaining access to needed support services.

The Department of Education shall collect statewide data for program planning and implementation.

Laws Online

Due to the ever-changing nature of legislation and ramifications of court decisions, seeking the most up to date information can best be accomplished by locating a website that regularly reports on the status of the laws you must work with.

http://www.ed.gov/legislation/ESEA/toc.html
The Improving America's Schools Act

http://mdac.educ.ksu.edu/
Midwest Equity Assistance Center

http://www.edc.org/WomensEquity/
Women's Equity Resource Center

http://www.nwrel.org/cnorse/
Northwest Regional Educational Laboratory (good website—they will answer questions and give referrals, too.)

http://www.hawaii.gov/hcrc/
Has many laws explained in brief form

http://homepages.uhwo.hawaii.edu/clear/
Center for Labor, Education and Research, a state of Hawai'i site that contains labor laws and other things linked to equity and career and technical education.

http://www.nacua.org
National Association of College and University Attorneys website has extensive postings of federal and state laws, including court decisions related to education, particularly the postsecondary level. Links to many other legal organizations and websites.

Acronyms/Abbreviations

A

A+	Computer Hardware Repair and Maintenance Program
A+	After-School Plus (Program)
ACCN	Authorized Courses and Code Numbers
ACT	American College Testing (Program)
ADA	Americans with Disabilities Act
ADTP	Adolescent Day Treatment Program
AG	Attorney General
AGT	Academically Gifted and Talented
AIDS	Acquired Immunodeficiency Syndrome
ALC	Alternative Learning Center
AP	Advanced Placement
ASIP	After-School Instruction Program
ASVAB	Armed Services Vocational Aptitude Battery
AV	Audio-Visual

B

BEST	Basic Education Skills through Technology
BEST (Project)	Business Encouraging Superior Teachers
BICS	Basic Interpersonal Communication Skills
BINL	Basic Inventory of Natural Language
BL	Blind
BMRT	Behavior Management Resource Teacher
BOE	Board of Education
BOR	Board of Regents
BPA	Basic Practical Arts

C

CAI	Computer-Assisted Instruction
CALP	Cognitive Academic Language Proficiency
CAT	California Achievement Test
CATV	Cable Access Television
CBE	Competency-Based Education
CBI	Community –Based Instruction
CCSSO	Council of Chief State School Officers
CCTV	Closed Circuit Television
CIP	Capital Improvement Program
CK	Career Kokua
COHORT	School Administration Training Program
CPS	Child Protective Services
CRDG	Curriculum Research and Development Group
CS&CS	Child Study & Consultation Service
CSAP	Comprehensive School Alienation Program
CSR	Coordinated Services Review
CSSS	Comprehensive Student Support System

D

DARE	Drug Abuse Resistance Education
DASH	Development Approach in Science and Health
DBE	Development Bilingual Education
DBL	Deaf-Blind
DC	Department Chairperson
DDC	Developmental Disabilities Council
DECA	Distributive Education Clubs of America
DES	District Educational Specialist
DF	Deaf
DH	Department Head
DHRD	Department of Human Resources Development (formerly DPS)
DHS	Department of Human Services (formerly DSSH)
DIPIRM	Distributed Information Processing and Information Resource Management
DLIR	Department of Labor and Industrial Relations
DLNR	Department of Land and Natural Resources
DLT	Distance Learning Technology
DLTSS	Division of Learner, Teacher and School Support
DOE	Department of Education
DOH	Department of Health
DOT	Department of Transportation
DPAC	District Parent Advisory Council (Title 1)
DPT	Diagnostic-Prescriptive Teacher
DRT	District Resource Teacher
DS	District Superintendent
DVR	Department of Vocational Rehabilitation (Federal)

E

EA	Educational Assistant
EAC	Evaluation Assistance Center funded under Title VII
E-Academy	Magnet Electronic Academy
EBS	Effective Behavioral Support
EC	Essential Competency
EFL	English as a Foreign Language
EH	Emotionally Handicapped
EIEP	Emergency Immigrant Education Program (formerly Emergency Immigrant Education Act)
ELP	English Language Proficiency
E-Mail	Electronic Mail
EO	Educational Officer
ES	Educational Specialist
ESAA	Emergency School Aid Act
ESEA	Elementary and Secondary Education Act
ESIS	E-School Student Information System
ESL	English as a Second Language
ESLL	English for Second Language Learners (formerly SLEP)
ESOL	English for Speakers of Other Languages
ETO	Employment Training Opportunities
EVAL	Evaluation

F

FCRO	Felix Complaints Resolution Office
FEP	Functionally English Proficient

FERPA	Family Education Rights and Privacy Act
FFA	Future Farmers of America
FHA	Future Homemakers of America
FLES	Foreign Language in Elementary Schools
FMS	Financial Management System
FOL	Focus on Learning (school accreditation)
FPO	Foundation Program Objective
FSC	Fully self-contained
FSSDI	Felix Staff/Service Development Institute
FTE	Full-time Equivalency
FY	Fiscal Year

G

GE	Geographic Exceptions
GED	General Education Development
GF	General Fund
GFUS	Graduate Follow-Up Survey
GPA	Grade Point Average
GT or G/T	Gifted and Talented

H

HAAPAE	Hawaii Association for Asian and Pacific American Education
HBEA	Hawaii Business Education Association
HCDB	Hawaii Business Education Association
HCIDS	Hawaii Career Information Delivery System
HCPS	Hawaii Content and Performance Standards
HEA	Hawaii Education Association
HEDDS	Hawaii Educational Dissemination Diffusion System (now Information Access Support)
HGEA	Hawaii Government Employees Association
HH	Hard of hearing
HHSAA	Hawaii High School Athletic Association
HI	Hearing Impaired
HITS	Hawaii Interactive Television System
HLIP	Hawaii Language Immersion Program
HLRB	Hawaii Labor Relations Board
HSCA	Hawaii School Counselors Association
HSOICC	Hawaii State Occupational Information Coordinating Committee
HSTA	Hawaii State Teachers Association
HSTW	High Schools that Work
HYCF	Hawaii Youth Correctional Facility

I

IAPS	Identification, Assessment, and Programming System
IASA	Improving America's School Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IPP	Individually Prescribed Program
ISSB	Information System Services Branch
ITPA	Illinois Test of Psycholinguistic Abilities

J

JTPA	Job Training Partnership Act

K

KEEP	Kamehameha Early Education Program

L

L1	First Acquired Language
L2	Second Acquired Language-English
LC	Learning Center
LEA	Local Education Agency (Federal)
LEAA	Law Enforcement Assistance Agency
LEP	Limited English Proficient
LEP	Limited English Proficiency
LES	Limited English Speakers
LET	Language Experience Thinking
LI	Learning Impaired (preschool)

M

*MAC School	"Macintosh" Based Student Information System
MAT	Metropolitan Achievement Test
MAT	Miller Analogies Test
MBE	Maintenance Bilingual Education
MIMR	Mild Mentally Retarded
MOA	Memorandum of Agreements
MP	Modification Plan
MR	Mental Retardation
MRC	Multifunctional Resource Center (funded under Title VII)
MS	Multiple Sclerosis

N

NAAPAE	National Association for Asian and Pacific American Education
NCE	Normal Curve Equivalency
NCTE	National Council of Teachers of English
NEP	Non-English Proficient
NES	Non-English Speakers
NLP	Native Language Proficiency
NOD	National Origin Desegregation
NTE	National Teacher Examination
NWREL	Northwest Regional Educational Laboratory

O

OASIS	Office of Accountability and School Instructional Support (now called Division of Learner, Teacher, and School Support)
OBEMLA	Office for Bilingual Education and Minority Languages Affairs
OBS	Office of Business Services
OCR	Office for Civil Rights
OH	Orthopedically Handicapped
OHA	Office of Hawaiian Affairs
OHI	Others Health Impaired
OHIA	Other Health Impaired - Autism
OS	Occupational Skills
OSDCTE	Office of the State Director for Career and Technical Education
OSEP	Office of Special Education Programs (U.S. DOE)

OSERS	Office of Special Education and Rehabilitative Services
OSHA	Occupational Safety and Health Act (Federal)
OT	Occupational Therapy
OVAE	Office of Vocational and Adult Education (Federal)
OYC	Olomana Youth Center

P

P&R	Parks and Recreation (County of Hawaii)
PA	Practical Arts
PACT	Parent and Children Together
PATL	Positive Attitudes Toward Learning (Program)
PCNC	Parent-Community Networking Center
PEP	Peer Education Program
PI	Parent Involvement
PIA	Parent Involvement Assistant
PIM	Parent Involvement Model
PIP	Performance Improvement Program
PMR	Profoundly Mentally Retarded
PREL	Pacific Resources for Education and Learning
PS	Partially Sighted
PSAP	Primary School Adjustment Program
PSAT	Preliminary Scholastic Aptitude Test
PT	Physical Therapy
PTSA	Parent Teacher Student Association
PTSO	Parent Teacher Student Organization
PTT	Part-Time Temporary Teacher

R

REAL	Families for Resources and Early Access to Learning
RISE	Respecialization in Special Education
RSI	Rural Systemic Initiatives
RT	Resource Teacher
RT	Regular Classroom Teacher

S

SAC	School Advisory Council
SAC	Student Advisory Council (ESAA)
SAC	Student Activities Coordinator
SAIP	Special Alternative Instructional Programs
SASA	School Administrative Services Assistant
SAT	Scholastic Assessment Test
SAT	Stanford Achievement Test
SD	Staff Development
SDFS	Safe and Drug-Free Schools
SEA	State Education Agency
SEAC	Special Education Advisory Council
SED	Severe Emotional Disability
SERT	Special Education Resource Teacher
SES	Special Education Section
SHA	School Home Assistant
SI	Speech Impaired
SICL	School Improvement and Community Leadership (Group)
SID	Standards Implementation Design
SIMS	School Improvement Management System
SIP	School Improvement Plan
SLD	Specific Learning Disability
SLEP	Students of Limited English Proficiency
SLI	Speech Language Impaired
SLP	Speech Language Pathologist
SLS	School Library Services (Section of OASIS)
SMC	Special Motivation Class
SMH	Severe Multiply Handicapped
SMP	Special Motivation Program
SMR	Severely Mentally Retarded
SPAC	School Parent Advisory Council (Chapter 1)
SPIN	The Special Parent Information Network
SRS	School Renewal Specialist
SSC	Student Support Coordinator
SSW	School Social Worker
STEP	Sequential Test of Educational Process
STWO	School to Work Opportunities
SY	School Year

T

T3	Technology Training for Teachers
TA	Technical Assistance
TA	Temporary Assignment
TAG	Talented and Gifted
TAOL	Temporary Appointment Outside of List
TBE	Transitional Bilingual Education
TESL	Teachers of English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TQL	Total Quality Learning
TQM	Total Quality Management
T-SEAS	Teacher Substitute Employee Automated System

U

UAF	University Affiliated Programs
UAP	University Affiliated Program
UHM	University of Hawaii – Manoa
UIPA	Uniform Information Practices Act
USDOE	United States Department of Education

W

WAN	Wide Area Network (for computers)
WASC	Western Association of Schools and Colleges
WATS	Wide Area Telephone Service
WC	Workers' Compensation
WCCC	Western Curriculum Coordination Center Project
WIA	Workforce Investment Act
*WIN School	"Windows" Based Student Information System
WISC	Wechsler Intelligence Scale for Children
WPPSI	Wechsler Preschool and Primary Scale of Intelligence
WRAT	Wide Range Achievement Test
WWW	World Wide Web

Index

Accommodations
  Academic, 83
  Attention Deficit/Hyperactivity Disorder, 78
  Classroom, 84
  Chronic Illness or Pain, 75
  Hearing Impaired, 76
  Learning Disabilities, 77
  Limited Manual Dexterity, 79
  Mobility Impairments, 79
  Not Reasonable, 109
  Psychological Disabilities, 80
  Speech Impairments, 81
  Visual Disabilities, 81
Activities, Student, 24, 26, 29, 30, 85-87, 115-119, 140-146
Assessment, ESLL, 122-124
Career Assessment, 20
Community Resources
  Economically Disadvantaged, 52
  English as a Second Language Learner, 129
  GED Preparation, 55
  Literacy Services, 56
  Nontraditional, 31
  Single Parents/Displaced Homemakers, 147-156
  Students with Disabilities, 88
Funding
  Economically Disadvantaged, 66
  ESLL, 130
  Nontraditional, 37
  Pell Grants, 38
  Single Parent/Displaced Homemaker, 166
  Students with Disabilities, 103
Information sheets
  Economically Disadvantaged 42, 49, 50
  Nontraditional, 27
Language, 11, 176–183
Laws
  Board of Education (Hawai'i) Policy on Pregnant and Parenting Teens, 170
  Carl D. Perkins Vocational and Technical Education Act of 1998, 168
  American Disabilities Act, 38, 108
  Civil Rights Act of 1964, 169
  Title VI, 38, 132
  Title VII, 38
  Equal Opportunities Act of 1974, 133
  ESLL Memorandums and Court Rulings, 132-134
  Family Educational Rights and Privacy Act (FERPA), 105, 169
  Felix Consent Decree, 106
  Fourteenth Amendment, 132
  Higher Education Amendments of 1998, 38
  Improving America's School Act of 1994, 69
  Individuals with Disabilities Education Act (IDEA), 106
  Personal Responsibility And Work Opportunities Reconciliation Act of 1996, 168
  Section 504 (Rehabilitation Act of 1973), 38, 107
  Section 508 (Rehabilitation Act of 1973), 108
  Telecommunications Act of 1996, 109
  Title IX (Educational amendments of 1972), 38, 168
Nontraditional Occupations, 12-15
Parent Advice
  English as a Second Language Learners, 114
  Nontraditional, 19
  Students with Disabilities, 74
  Teen Parents, 139
Publications
  Economically Disadvantaged, 59
  ESLL, 125
  Harassment, 190
  Nontraditional, 32
  Persons with Disabilities, 96
  Single Parents/Displaced Homemakers, 157
Recruitment, 7
  Adults, 3
  Nontraditional, 2, 7
Retention, 4, 5, 9, 10, 16
Staff Development
  Activities, 24, 29, 30, 46
  Harassment, 190
  Resources, 34, 63, 102, 129, 161
Student Advice
  English as a Second Language Learner, 113
  Students with Disabilities, 72
  Nontraditional, 18
  Single Parents/Displaced Homemakers, 138
  Speakers, 161
  Teen Parents, 137
Teacher Tips
  Economically Disadvantaged, 44
  English as a Second Language Learners, 112
  Single Parents/Displaced Homemakers, 136
  Students with Disabilities, 70
  Teen Parents, 136
Video Resources
  Economically Disadvantaged, 62
  ESLL, 126
  Harassment, 190
  Nontraditional, 33
  Single Parents/Displaced Homemakers, 159
Websites
  Economically Disadvantaged, 64
  ESLL, 127
  Nontraditional, 35
  Single Parents/Displaced Homemakers, 162
  Students with Disabilities, 99
  Teen Parents, 162
  Laws Online, 213

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

EFF-089 (1/2003)